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ABSTRACT

Learning is approached in these sessions as a lifetime process and not as something occurring over a definable, limited period of time. Certain ideas; however, have served to keep the evening college from realizing its full potential: (1) the notion that evening programs should be circumscribed the way regular programs are, and (2) negative attitudes toward educational technology. One of the major challenges to universities in the seventies is the expansion of adult education programs and the accompanying needs of such an expansion. Other challenges are limited finances, the pursuit of academic excellence, and cooperation among organizations promoting adult education. (CK)

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ASSOCIATION OF UNIVERSITY EVENING COLLEGES

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1970 PROCEEDINGS

MONTREAL

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ASSOCIATION OF UNIVERSITY EVENING COLLEGES

PROCEEDINGS

FOR THE

THIRTY-SECOND ANNUAL MEETING

THEME:

CHALLENGES OF THE '70'S

NOVEMBER 8-12, 1970

MONTREAL QUEBEC, CANADA

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

PROCEEDINGS

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NOVEMBER 8-12, 1970

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$5.00 per copy
Howell W. McGee, Executive Secretary
Association of University Evening Colleges
University of Oklahoma, Norman, Oklahoma

HOST INSTITUTIONS

SIR GEORGE WILLIAMS UNIVERSITY

THOMAS MORE INSTITUTE

P R E F A C E

A N D

A C K N O W L E D G E M E N T S

Montreal proved every bit as hospitable as promised by our wonderful hosts. The City proved itself a Metropolis of charm, of youthful vibrance and of comfortable age. The beautiful blending of the various European cultures and customs with those of Canadian and United States origin was impressive and of delight to all.

In mentioning our genial general Chairman, Jim McBride and his lovely lady, Bev, we do hereby express our heartfelt thanks to the entire host committee and their colleagues for the kindnesses and courtesies so generously extended to all AUEC attendees.

True to AUEC tradition, this was another meeting which required and received a full measure of attention and expenditure of energies as to those matters of study and planning for which the association exists, as evidenced in the contents of these Proceedings.

To the entire membership, I wish to acknowledge their patient understanding of the reasons behind the late publication hereof.

A special acknowledgement is made herewith of the cooperative and cordial manner in which President Goddard and Executive Secretary McGee checked on the causes for the delays and for their initiative in establishing the new procedure for printing this and future proceedings even though it will add to the already heavy burden of our dedicated Executive Secretary.

Additional special acknowledgements are due my secretary, Miss Joan M. Gucwa, Dean Hart's secretary, Miss Jeanne M. Maloney and the many members of our office staff who assisted in typing, proof-reading, collating and other facets of the organization of the material.

To my wife, Bernadette and sons, Jack and Tom, who suffered through my moments of frustration from "misplaced at the printers", "mail not received" and other similar happenings and who also assisted in the typing and proof-reading of the material, my warmest expression of thanks.

I join my many predecessors in asking that you recognize the fine work of our colleagues who supplied the effort and the materials represented herein. If omissions or errors exist, please lodge your criticism with the Editor and not elsewhere.

Thomas J. Wynn, Editor
De Paul University

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PART I

THE SETTING

OFFICERS AND EXECUTIVE COMMITTEE

1969-70

President

Clarence H. Thompson, Drake University

Vice President

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Executive Secretary-Treasurer

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Immediate Past President

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Editor, Newsletter

Robert W. Shaw, Bradley University

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Carl H. Elliott, Purdue University

Melvin E. Fuller, Roanoke College

Sherman V.N. Kent, Rider College

William T. Utley, University of Nebraska at Omaha

ROLL OF PAST PRESIDENTS AND ANNUAL MEETINGS

Year	Place of Meeting	President	School
1939	New York City	Vincent H. Drufner	University of Cincinnati
1940	Omaha	A. Caswell Ellis (acting for Drufner, deceased)	Cleveland College
1941	Cleveland	A. Caswell Ellis	Cleveland College
1942	Buffalo	George Sparks (acting for A.L. Boeck, resigned)	University of Georgia
1943	Chicago	George Sparks	University of Georgia
1944	Pittsburg	Norman P. Auburn	University of Cincinnati
1945	Philadelphia	Lewis Froman	University of Buffalo
1946	New York City	Henry C. Mills	University of Rochester
1947	Minneapolis	F.W. Stamm	University of Louisville
1948	New Orleans	Rollin B. Posey	Northwestern University
1949	Cincinnati	Herbert C. Hunsaker	Cleveland College
1950	Denver	Frank R. Neuffer	University of Cincinnati
1951	Detroit	Robert A. Love	City College of New York
1952	Atlanta	Cortell K. Holsapple	Texas Christian University
1953	St. Louis	Henry Wirtenberger, S.J.	University of Detroit
1954	Milwaukee	Willis H. Reals	Washington University
1955	New Orleans	John P. Dyer	Tulane University
1956	New York City	George A. Parkinson	University of Wisconsin
1957	Montreal	William H. Conley	Marquette University

ROLL OF PAST PRESIDENTS AND ANNUAL MEETINGS
(continued)

1958	Louisville	Alexander Charters	Syracuse University
1959	Pittsburg	Richard A. Mumma	John Hopkins University
1960	San Francisco	Kenneth W. Riddle	Drexel Institute of Technology
1961	Cleveland	Richard A. Matre	Loyola University (Chicago)
1962	Miami	Daniel R. Lang	Northwestern University
1963	Boston	Richard T. Deters, S.J.	Xavier University
1964	St. Louis	Earnest S. Branderburg	Drury College
1965	Dallas	Ralph C. Kendall	University of Toledo
1966	Buffalo	Robert F. Berner	State University of New York at Buffalo
1967	New Orleans	Ernest E. McMahon	Rutgers University
1968	San Francisco	William C. Huffman	University of Louisville
1969	Washington, D.C.	Raymond P. Witte	Loyola University, New Orleans

P R O G R A M

MONDAY MORNING, NOVEMBER 9TH

9:15 a.m. - 10:45 a.m.	Business Meeting ..... Marquette
Call to Order	Clarence H. Thompson, President, A.U.E.C., Drake University
Invocation	Rev. R. Eric O'Connor, S.J.
Greetings	President of the United States Association of Evening Students, James G. Yates, Drexel University
Recorder	Howell W. McGee, Executive Secretary-Treasurer, A.U.E.C., University of Oklahoma
11:00 a.m. - 11:15 a.m.	Welcome to the City by Montreal Pro-Mayor, ... Marquette
11:15 a.m. - 12:15 p.m.	Keynote Address ..... Marquette
Speaker	Nils Y. Wessel, President, Alfred P. Sloan Foundation
Topic	"Adult Education In The 70's"
Introduction	Kenneth W. Ballou, Dean of University College, Northeastern University
Recorder	Samuel Albert, Director of Continuing Education, Quinsigamond Community College
2:00 p.m. - 2:45 p.m.	Regional Meetings - Chairmen of the Regions Presiding
3:15 p.m. - 4:15 p.m.	General Assembly ..... Marquette Meeting The Educational Needs of the Economically Disadvantaged Student

Speakers	Robert E. Lewis, Educational Consultant, Former Principal, Chicago Public Schools. Virginia F. Lewis, Assistant Superintendent for Human Rights, Chicago Board of Education
Chairman	Joseph H. Strain, Associate Dean, Evening Division, Suffolk University
Recorder	

TUESDAY, NOVEMBER 10TH

9:30 a.m. - 11:00 a.m.	Small Workshops
Topic	"Role of Evening Colleges in the Community" ..... Peribonca (To be repeated Wednesday, 3:50 p.m.)
Chairman	Joseph Jolda, Dean, Evening Division, Worcester Junior College
Speaker	Charles V. Blair, Dean of Administration, University of Akron
Recorder	Constance M. Scott, Associate Dean Rider College
Topic	"Bachelor's Degrees for Associate Degree Holders" ..... Bersimis
Chairman	George Menke, Director, University College, University of Hartford
Speaker	Carl H. Elliott, Dean and Director, Calumet Campus, Purdue University
Recorder	John W. Mybeck, Asst. Dean for Evening Administration, Calumet Campus, Purdue University
Topic	"Instructional Technology" ..... Richelieu (To be repeated Tuesday, 11:10 a.m.)
Chairman	James R. McBride, Assistant Vice Principal, Academic, Sir George Williams University

Speaker	G.A.B. Moore, Director, Centre for Instructional Technology, Sir George Williams University
Recorder	D.L. Peets, Professor of Biology, Sir George Williams University
Topic	"Various Patterns of College Decision-Making", ... Matapedia (To be repeated Tuesday, 11:10 a.m.)
Chairman	Frank C. Genovese, Dean, Graduate Programs, Babson College
Speaker	Thomas A. Manion, Provost, Bryant College
Recorder	Robert E. Moseley, Dean, Continuing Education, Dutchess Community College
Topic	"Advertising and Public Relations" ..... Harricana (To be repeated Wednesday, 2:30 p.m.)
Chairman	James A. Woods, S.J., Dean, Evening College, Boston College
Speaker	Celeste Garner, Director of Public Relations, University of Cincinnati
Recorder	Kenneth V. Henninger, Director Evening Division, Illinois Institute of Technology
11:10 a.m. - 12:30 p.m.	Small Workshops
Topic	"The C.L.E.P. Program", ... Peribonca
Chairman	Allan H. McLaine, Dean of University Extension, University of Rhode Island
Speaker	Dr. Nathaniel C. Allyn, Associate Director, Council on College Level Examinations
Recorder	Henry A. Shields, Jr., Director of Admissions, Evening Session, St. Peters College, New Jersey
Topic	"Adult Education for Women", ... Bersimis (To be repeated Wednesday, 9:30 a.m.)
Chairman	Rosemary Hurkamp, Director of Adult Day Programs, Northeastern University

Panelists	David C. Campbell, Assistant Dean and Director of Counseling Services, Boston University, Metropolitan College Carmita A. Murphy, Assistant Director, Division of Continuing Education, University of New Hampshire Elizabeth K. Roper, Coordinator, Continuing Education for Women, University of Connecticut
Recorder	Michael P. Spicer, Assistant Dean for Continuing Education, Drake University
Topic	"Innovative Graduate Programs",... Harricana (To be repeated Wednesday, 3:30 p.m.)
Chairman	Edward J. Durnall, Director, Division of Continuing Education, University of New Hampshire
Panelists	Harold W. Medley, Assistant Dean, University College and Summer Session, University of Southern California Hubert S. Gibbs, Dean, Metropolitan College, Boston University Howell W. McGee, Dean, College of Continuing Education, University of Oklahoma
Recorder	William A. Oliver, Assistant Center Director, Continuing Education Division, University of Maine
Topic	"Instructional Technology"..... Richelieu
Chairman	James R. McBride, Assistant Vice Principal Academic, Sir George Williams University
Speaker	G.A.B. Moore, Director, Centre for Instructional Technology, Sir George Williams University
Recorder	D.L. Peets, Professor of Biology, Sir George Williams University
Topic	"Various Patterns of College Decision-Making" ..... Matapedia
Chairman	Frank C. Genovese, Dean, Graduate Programs, Babson College

Speaker	Thomas A. Manion, Provost, Bryant College
Recorder	Robert E. Moseley, Dean, Continuing Education, Dutchess Community College
2:00 p.m.	Alpha Sigma Lambda - Advisors Meeting ..... Richelieu
Presiding	James R. Quimper, Director, College Park Evening Division, University of Maryland

WEDNESDAY MORNING, NOVEMBER 11TH

9:30 a.m. - 10:45 a.m.	Small Workshops
Topic	"Andragogy and The New Professionalism" ..... Peribonca (To be repeated Wednesday, 2:30 p.m.)
Chairman	Hubert S. Gibbs, Dean, Metropolitan College, Boston University
Speaker	Malcolm S. Knowles, Professor, School of Education, Boston University
Recorder	Melvyn D. Pell, Director of Graduate Admissions, Babson College
Topic	"Adult Education for Women" ..... Bersimis
Chairman	Rosemary Hurkamp, Director of Adult Day Programs, Northeastern University
Panelists	David C. Campbell, Assistant Dean and Director of Counseling Services, Boston University, Metropolitan College Carmita A. Murphy, Assistant Director, Division of Continuing Education, University of New Hampshire Elizabeth K. Roper, Coordinator, Continuing Education for Women, University of Connecticut
Recorder	Michael P. Spicer, Assistant Dean for Continuing Education, Drake University

Topic	"College Training for Police Officers", ... Richelieu (To be repeated Wednesday, 2:30 p.m.)
Chairman	Ralph C. Dean, Director, Evening Division, Bryant College
Speaker	William E. Caldwell, Director, Office of Academic Assistance, Law Enforcement Assistance Administration, United States Department of Justice
Recorder	Carl A. Kredatus, Assistant Director, Continuing Education, Trenton State College, Trenton, N.J.
Topic	"Developing Ties With Industry", .. Harricana (To be repeated Wednesday, 3:50 p.m.)
Chairman	Israel Katz, Dean, Center for Continuing Education, Northeastern University
Panelists	James E. Holte, Director, Continuing Education in Engineering and Science, University of Minnesota Monroe W. Kriegel, Director of Engineering and Industrial Extension, College of Engineering, Oklahoma State University John C. Cherna, Associate Director of Continuing Education, McGill University
Recorder	Kermit K. Johnson, Dean, Specialized Education, Manatee Junior College, Bradenton, Florida
Topic	"Education Needs of Nursing Homes", ... Matapedia (To be repeated Wednesday, 2:30 p.m.)
Chairman	Florence E. Logan, Education Committee Chairman, Massachusetts Federation of Nursing Homes, Inc.
Panelists	Rita M. Welch, Secretary, American Nursing Homes Association, Edward Brody, Regional Vice President
Recorder	Joseph Brown, Director, Nursing Homes Administration Institute, University of Rhode Island
11:00 a.m. - 12:00 a.m.	General Business Session ..... Jolliet

Presiding	Clarence H. Thompson, President, A.U.E.C., Drake University

WEDNESDAY AFTERNOON, NOVEMBER 11TH

2:30 p.m. - 3:40 p.m.	Small Workshops
Topic	"Advertising and Public Relations" ..... Bersimis
Chairman	James A. Woods, S.J., Dean, Evening College of Arts, Sciences and Business Administration, Boston College
Speaker	Celeste Garner, Director of Public Relations, University of Cincinnati
Recorder	Kenneth V. Henninger, Director, Evening Division, Illinois Institute of Technology
Topic	"Andragogy and The New Professionalism" ..... Peribonca
Chairman	Kenneth W. Ballou, Dean, University College, Northeastern University
Speaker	Malcolm S. Knowles, Professor, School of Education, Boston University
Recorder	Melvyn D. Pell, Director of Graduate Admissions, Babson College
Topic	"Educational Needs of Nursing Homes" ..... Matapedia
Chairman	Florence E. Logan, Education Committee Chairman, Massachusetts Federation of Nursing Homes, Inc.
Panelists	Rita M. Welch, Secretary, American Nursing Homes Association Edward Brody, Regional Vice President, American College of Nursing Home Administrators
Recorder	Joseph Brown, Director, Nursing Homes Administration Institute, University of Rhode Island

Topic	"Innovative Graduate Programs" ... Harricana
Chairman	Walter Fridinger, Acting State Director, Continuing Education Division, University of Maine
Panelists	Harold W. Medley, Assistant Dean, University College and Summer Session, University of Southern California Hubert S. Gibbs, Dean, Metopolitan College, Boston University Howell W. McGee, Dean, College of Continuing Education, University of Oklahoma
Recorder	Edward J. Durnall, Director, Division of Continuing Education, University of New Hampshire
Topic	"College Training for Police Officers" ..... Richelieu
Chairman	Ralph C. Dean, Director, Evening Division, Bryant College
Speaker	William E. Caldwell, Director, Office of Academic Assistance, Law Enforcement Assistance Administration, United States Department of Justice
Recorder	Carl A. Kredatus, Assistant Director, Continuing Education, Trenton State College, Trenton, N.J.
3:50 p.m. - 5:00 p.m.	Small Workshops
Topic	"Developing Ties With Industry"... Peribonca
Chairman	Israel Katz, Dean, Center for Continuing Education, Northeastern University James E. Holte, Director, Continuing Education in Engineering and Science, University of Minnesota Monroe W. Kriegel, Director of Engineering and Industrial Extension, College of Engineering, Oklahoma State University John C. Cherna, Associate Director of Continuing Education, McGill University

Recorder	Kermit K. Johnson, Dean, Specialized Education, Manatee Junior College, Bradenton, Florida
Topic	"Inter Institutional Cooperation .. Bersimis
Chairman	Milton Stern, Director, University Centre for Adult Education of Detroit
Panelists	Lawrence Fox, Director, Worcester Area Consortium for Higher Education Melvin E. Fuller, Director, Evening Program and Continuing Education, Roanoke College
Recorder	Thomas J. Dolphin, Director, Evening College, Clark University
Topic	"Role of Evening Colleges in the Community" ..... Richelieu
Chairman	Joseph M. Jolda, Dean of Evening Division, Worcester Junior College
Speaker	Charles V. Blair, Dean of Administration, University of Akron
Recorder	
Topic	"Problem Swap Shop" ..... Jolliet
Presiding	Clinton M. Bowen, Dean, Evening College, American International College
Recorder	

ROSTER OF ATTENDANCE

AUEC CONVENTION

MONTREAL, CANADA

NOVEMBER 8 - 12, 1970

NAME	INSTITUTION	LOCATION
Gurth I. Abercrombie	Pratt Institute	Brooklyn, N.Y.
Samuel L. Albert	Quinsigamond Community Col.	Worcester, Mass.
Herman B. Alexander	Cuyahoga Community College	Cleveland, Ohio
Eleanor Y. Alsbrook	University of Louisville	Louisville, Ky.
Dean B. Armold	PMC Colleges	Chester, Pa.
John S. Bailey	Nasson College	Springvale, Maine
Kenneth W. Ballou	Northeastern University	Boston, Mass.
Lawrence C. Barden	Philadelphia College of Textiles and Science	Philadelphia, Pa.
Rev. Leo B. Barrows	St. Peter's College	Jersey City, N.J.
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William D. Barton	University of Tennessee	Knoxville, Tn.
Edward J. Baumann	Thomas More College	Covington, Ky.
David N. Bean	University of Tennessee	Knoxville, Tn.
William A. Beaver	College of Notre Dame	Belmont, Ca.
Paul A. Benson	University of Toledo	Toledo, Ohio
Thomas Benzel	University College of Syracuse	Syracuse, N.Y.
Robert F. Berner	State University of New York	Buffalo, N.Y.
Alan Beveridge	University of Waterloo	Waterloo, Iowa
Sam C. Bills	The University of Tennessee	Knoxville, Tn.
Charles V. Blair	The University of Akron	Akron, Ohio
Arthur Boodaghian	Queens College of the City University of New York	Flushing, N.Y.

NAME	INSTITUTION	LOCATION
Clinton M. Bowen	American International College	Springfield, Mass.
Leonard Brickman	Hofstra University	Hempstead, N.Y.
W.A. Brotherton	Memphis State University	Memphis, Tn.
Joseph N. Brown	University of Rhode Island	Providence R.I.
Thomas J. Bryde	Iona College	New Rochelle, N.Y.
Charles J. Buckley	University of Scranton	Scranton, Pa.
Alden Buker	Marietta College	Marietta, Ohio
Kenneth R. Burchard	Carnegie-Mellon University	Pittsburgh, Pa.
Kenneth E. Burnham	Temple University	Philadelphia, Pa.
Alan Buxton	Bergen Community College	Paramus, N.J.
Robert A. Byerly	University Center at Harrisburg	Harrisburg, Pa.
Bill Byrne	Idaho State University	Pocatello, Idaho
David C. Campbell	Boston University	Boston, Mass.
Theodore L. Campbell	University of Minnesota	Minneapolis, Minn.
Henry F. Capasso	University of Rhode Island	Providence, R.I.
Ann Marie Carroll	University College of Syracuse	Syracuse, N.Y.
Frank T. Carroll	Delgado College	New Orleans, La.
Joseph B. Castronovo	St. Francis College	Brooklyn, N.Y.
Thomas E. Chambers	Manhattan College	Bronx, N.Y.
G.B. Childs	University of Nebraska	Lincoln, Neb.
Donald E. Collins	New York University	New York, N.Y.
William W. Cook	Rochester Institute of Tech.	Rochester, N.Y.
Helene M. Crockett	Wichita State University	Wichita, Kansas
Edward F. Cooper	University College University of Maryland	College Park, Md.

NAME	INSTITUTION	LOCATION
Harold D. Crouse	Wisc. State University	Madison, Wisc.
Thomas Cummings	University College of Syracuse	Syracuse, N.Y.
Robert C. Davidson	State University College	New Paltz, N.Y.
Ralph C. Dean	Bryant College	Providence, R.I.
Rev. Richard T. Deters	Xavier University	Cincinnati, Oh.
Cecil L. Dobbins	The University of Akron	Akron, Oh.
William R. Dodge	State University of New York	Albany, N.Y.
Rev. Peter M. Donohue	Stonehill Evening College	North Easton, Mass.
Francis L. Douglass	Indiana Central College	Indianapolis, Ind.
Edward J. Durnall	University of New Hampshire	Durham, N.H.
William T. Edgett	Northeastern University	Boston, Mass.
Carl H. Elliott	Purdue University	Hammond, Ind.
Richard D. Elton	State University College	Brockport, N.Y.
John H. Essary	University of Cincinnati	Cincinnati, Oh.
Clifton H. Ewing	Western New England College	Springfield, Mass.
Armond J. Festine	Mohawk Valley Community College	Utica, N.Y.
John Fisher	Memphis State University	Memphis, Tn.
Marcia F. Fisher	Virginia Commonwealth Univ.	Richmond, Va.
William W. Flanagan	Fordham University	Bronx, N.Y.
Walter P. Fridinger	University of Maine	Portland, Maine
Mel Fuller	Roanoke College	Salem, Va.
Frank Funk	University College of Syracuse	Syracuse, N.Y.
Stanley C. Gabor	New York University	New York, N.Y.
Frederick P. Gardner	Rochester Institute of Tech.	Rochester, N.Y.
Celeste E. Garner	Eve. Coll., Univ. of Cincinnati	Cincinnati, Oh.
Raymond M. Genick	Wayne State University	Detroit, Mi.

NAME	INSTITUTION	LOCATION
Frank C. Genovese	Babson College	Babson Park, Mass.
Hubert S. Gibbs	Boston University	Boston, Mass.
Peter J. Gilbert	State University of New York	Albany, N.Y.
T. Stewart Goas	Penn. State University	University Park, Pa.
Joseph P. Goddard	The University of Tennessee	Knoxville, Tn.
Cathleen M. Going	Thomas More Institute	Montreal, Canada
Hilary A. Gold	Brooklyn College of the City University of New York	Brooklyn, N.Y.
William R. Gordon	Seminole Jr. College	Sanford, Fla.
Leonard T. Grant	Indiana Central College	Indianapolis, Ind.
Earl J. Green	University of Nebraska	Lincoln, Neb.
Ernest M. Greenberg	New Hampshire College	Durham, N.H.
Robert E. Grimes	Loop City College	Chicago, Ill.
E.M. Gruetzner	University of Toronto	Toronto, Canada
Stanley Gwiazda	Drexel University	Philadelphia, Pa.
Russell G. Hales	University of Utah	Salt Lake City, Utah
Barbara C. Hasso	State University of New York	Albany, N.Y.
Robert A. Haus	Canisius College	Buffalo, N.Y.
Walter H. Hayes	University of Maryland	College Park, Md.
John M. Head	Boston University	Boston, Mass.
John G. Hedrick	The University of Akron	Akron, Ohio
Robert H. Helmes	Xavier University	Cincinnati, Ohio
Kenneth V. Henninger	Illinois Institute of Tech.	Chicago, Ill.
D.J. Herrmann	College of William and Mary	Williamsburg, Va.
Carl F. Hiller	Queens College of the City University of New York	Flushing, N.Y.

NAME	INSTITUTION	LOCATION
Ronald J. Hilton	Rochester Institute of Tech.	Rochester, N.Y.
Henry E. Holmquist	American University	Washington, D.C.
Donald Holmwood	S.U.N.Y. at Buffalo	Buffalo, N.Y.
James L. Holstein	Villanova University	Villanova, Pa.
William C. Huffman	University of Louisville	Louisville, Ky.
Rosemary Hurkamp	Northeastern University	Boston, Mass.
William A. Hoppe	University of South Alabama	University, Al.
Jerald F. Hunt	Millikin University	Decatur, Ill.
Ralph A. Hyde	Michigan State Univ. U.T.	East Lansing, Mi.
Myrtle S. Jacobson	Brooklyn College	Brooklyn, N.Y.
Sol Jacobson	Brooklyn College	Brooklyn, N.Y.
D.H. Janz	Ohio State University	Columbus, Ohio
Alvin C. Jensen	The George Washington Univ.	Washington, D.C.
Keith R. Johnson	State University of N.Y.	Buffalo, N.Y.
Kermit K. Johnson	Manatee Jr. College	Bradenton, Fla.
Robert E. Johnson	S.U.N.Y.	Potsdam, N.Y.
Lynn D. Johnston	S.U.N.Y.	Brockport, N.Y.
Joseph M. Jolda	Worcester Jr. College	Worcester, Mass.
Allen Jung	Loyola University	Chicago, Ill.
Martin L. Kaplan	Queens College of C.U.N.Y.	Flushing, N.Y.
L. Kaplowitz	Long Island University	Brooklyn, N.Y.
Richard A. Kaplowitz	Long Island University	Brooklyn, N.Y.
Israel Katz	Northeastern University	Boston, Mass.
Leo Keenan	St. Bonaventure University	Boston, Mass.
James J. Kenny	Quinnipaic College	Hamden, Conn.
Sherman V.N. Kent	Rider College	Trenton, N.J.

NAME	INSTITUTION	LOCATION
Nicholas E. Kolb	The Johns Hopkins University	Baltimore, Md.
Ronald A. Koster	Ulster County Community Col.	Stone Ridge, N.Y.
Richard P. Kramer	Queens College of C.U.N.Y.	Flushing, N.Y.
Carl A. Kredatus	Trenton State College	Trenton, N.J.
Edward L. Krehbiel	Grossmont College	El Cajon, Cal.
Daniel R. Lang	Northwestern University	Chicago, Ill.
James Le Flore	University College of Syracuse	Syracuse, N.Y.
Wendell M. Lewis	University of Virginia	Charlottesville, Va
Zipporah Liben	Hofstra University	Hempstead, N.Y.
H. Lichtenstein	Hofstra University	Hempstead, N.Y.
William A. Lindsay	Bentley College	Waltham, Mass.
Richard M. Lipp	New Haven College	New Haven, Conn.
Derrold Edward Livingston	Rochester Institute of Tech.	Rochester, N.Y.
Eleanor Ludwig	University College of Syracuse	Syracuse, N.Y.
Willard B. Lutz	Baldwin-Wallace College	Berea, Ohio
Robert L. MacDonald	University of Pennsylvania	Philadelphia, Pa.
H.F. Mackensen	Fairleigh Dickinson Univ.	Rutherford, N.J.
Allan H. MacClaine	University of Rhode Island	Providence, R.I.
Henry R. Malecki	Loyola University of Chicago	Chicago, Ill.
John S. Malmberg	University of Minnesota	Minneapolis, Minn.
Laurence Martel	University College of Syracuse	Syracuse, N.Y.
James McAlpin	Memphis State University	Memphis, Tn.
James R. McBride	Sir George Williams Univ.	Montreal, Canada
John M. McDonough	South-Western Publishing Co.	Cincinnati, Ohio
Roger S. McCannon	Drake University	Des Moines, Iowa

NAME	INSTITUTION	LOCATION
Howell W. McGee	University of Oklahoma	Norman, Ok.
Charles A. McKee	Michigan State University	East Lansing, Mi.
Harold W. Medley	University of Southern Calif.	Los Angeles, Calif.
George H. Menke	University of Hartford	Hartford, Conn.
Mary E. Miller	Southern Methodist University	Dallas, Texas
Joseph J. Mirenda	Marquette University	Milwaukee, Wisc.
Curtis H. Moore	Rockford College	Rockford, Ill.
Nancy B. Moore	The University of Tennessee	Knoxville, Tn.
Paul C. Morgan	Univ. of Southern Mississippi	Hattiesburg, Miss.
Robert E. Moseley	Dutchess Community College	Poughkeepsie, N.Y.
Carnita A. Murphy	University of New Hampshire	Durham, N.H.
John W. Mybeck	Purdue University	Hammond, Ind.
Mercedees M. Myers	Norfolk State College	Norfolk, Va.
Gail A. Nelcamp	University of Cincinnati	Cincinnati, Ohio
Frank R. Neuffer	University of Cincinnati	Cincinnati, Ohio
Harold Nierenberg	Long Island University	Brooklyn, N.Y.
Russell A. Norton	Rochester Institute of Tech.	Rochester, N.Y.
R. Eric O'Connor	Thomas More Institute	Montreal, Canada
Miriam F. O'Donnell	Seton Hall University	South Orange, N.J.
J. Martin O'Hara	Thomas More Institute	Montreal, Canada
William A. Oliver	University of Maine	Portland, Maine
Charles E. O'Loughlin	Salve Regina College	Newport, R.I.
Charles C. Onion	Towson State College	Towson, Md.
Thomas C. Palmer	Texas Christian University	Fort Worth, Texas
Rev. Edward C. Pappert	University of Windsor	Windsor, Canada

NAME	INSTITUTION	LOCATION
Robert J. Pasciullo	S.U.N.Y.	Buffalo, N.Y.
Anthony V. Patti	Herbert H. Lehman College C.U.N.Y.	New York, N.Y.
R. Henry Pauk	Washington University	St. Louis, Mo.
Robert D. Pease	Rochester Institute of Tech.	Rochester, N.Y.
Donald Peets	Sir George Williams Univ.	Montreal, Canada
Herman D. Phelps	East Carolina University	Greenville, N.C.
Louis E. Phillips	University of Georgia	Athens, Ga.
Lewis C. Popham, Sr.	Orange County Community Col.	Middleton, N.Y.
Lewis C. Popham, Jr.	Orange County Community Col.	Middleton, N.Y.
Lee Porter	Syracuse University	Syracuse, N.Y.
Natalie Press	Hofstra University	Hempstead, N.Y.
David A. Price	State Univ. College	Cortland, N.Y.
James R. Quimper	University of Maryland	College Park, Md.
Robert L. Ramsdale	County College of Morris	Dover, N.J.
Aubrey Raus	University College of Syracuse	Syracuse, N.Y.
Harold Robbins	Memphis State University	Memphis, Tn.
Camille D. Robinson	Tennessee State University	Nashville, Tn.
Elizabeth K. Roper	University of Connecticut	Storrs, Conn.
Robert T. Ross	Philadelphia College of Textiles & Science	Philadelphia, Pa.
Duane H. Sackett	Temple University	Philadelphia, Pa.
Henry Sammons	Joint University Center MSU/UT	Memphis, Tn.
Frank Santiago	Brigham Young University	Provo, Utah
Gerard H. Saunders	Mass. Bay Community College	
Rev. Richard A. Schuchert	John Carroll University	Cleveland, Ohio

NAME	INSTITUTION	LOCATION
Vera M. Schletzer	University of Minnesota	Minneapolis, Minn.
Ethel E. Schmidt	State Univ. of New York	Buffalo, N.Y.
Ralph L.W. Sc midt	Louisiana State University	Baton Rouge, La.
Walter D. Schroeder	County College of Morris	Dover, N.J.
Michael D. Schwartz	Clinton Community College	Plattsburgh, N.Y.
Arnold H. Scolnick	Borough of Manhattan Comm. College	New York, N.Y.
Constance M. Scott	Rider College	Trenton, N.J.
Robert M. Selzman	John Carroll University	Cleveland, Oh.
E.P. Seybold	Loyola University	New Orleans, La.
Robert W. Shaw	Bradley University	Peoria, Ill.
Henry A. Shields	St. Peter's College	Jersey City, N.J.
Lee Smith	University College of Syracuse	Syracuse, N.Y.
Russell F.W. Smith	New York University	New York, N.Y.
Janet W. Solinger	New York University	New York, N.Y.
James W. Southhouse	University of Bridgeport	Bridgeport, Conn.
Edwin H. Spengler	Brooklyn College	Brooklyn, N.Y.
Michael P. Spicer	Drake University	Des Moines, Iowa
John Stanley	Fla. Jr. College	Jacksonville, Fla.
Leonard S. Stein	Adelphi University	Garden City, N.Y.
Jean R. Steinberg	St. Joseph's Evening College	Philadelphia, Pa.
Milton R. Stern	Wayne State University	Detroit, Mi.
Sue Stob	University College of Syracuse	Syracuse, N.Y.
Joseph H. Strain	Suffolk University	Boston, Mass.
Herbert E. Striner	The American University	Washington, D.C.
Fr. Gerald Sugrue	University of San Francisco	San Francisco, Ca.

NAME	INSTITUTION	LOCATION
Allan V. Swanson	Baldwin-Wallace College	Berea, Ohio
Charlotte Tansey	Thomas More Institute	Montreal, Canada
Andrew E. Thomas	Washington University	St. Louis, Mo.
Clarence H. Thompson	Drake University	Des Moines, Iowa
George G. Thompson	University of Nebraska	Omaha, Neb.
Vernon R. Titus	Rochester Institute of Tech.	Rochester, N.Y.
Rena G. Troiano	Johnson & Wales College	Providence, R.I.
William T. Utley	University of Nebraska	Omaha, Neb.
Alban F. Varnado	Louisiana State University	New Orleans, La.
Roman J. Verhaalen	The Johns Hopkins University	Baltimore, Md.
Carl E. Vickrey	Jefferson State Jr. College	Brimingham, Al.
Eugene Upshae	The University of Tennessee	Nashville, Tn.
Lewis G. Van Gorder	Pouthern Tech.	
Howard A. Ward	University of Detroit	Detroit, Mi.
T.L. Weber	Joint University Center MSU/UT	Memphis, Tn.
William Weifenbach	Union College	Schenectady, N.Y.
Herman E. Westerberg	Community College of Baltimore	Baltimore, Md.
Kenneth W. Wheeler	Rutgers University The State University of N.J.	New Brunswick, N.J.
J.E. Whitener	Evening College University of Missouri	St. Louis, Mo.
Benjamin Wieder	Queensborough Community Col. The City University of N.Y.	New York, N.Y.
George Williams	Regis College	Denver, Colorado
Joseph M. Wirtz	The Pennsylvania State Univ.	University Park, Pa.
Raymond P. Witte	St. Mary's Dominican College	New Orleans, La.

NAME	INSTITUTION	LOCATION
Lawrence B. Wood	Christopher Newport College	Newport News, Va.
Donald Z. Woods	University of Minnesota	Minneapolis, Minn.
James A. Woods	Boston College	Boston, Mass.
Donald Woods	University of Minnesota	Minneapolis, Minn.
Thomas J. Wynn	De Paul University	Chicago, Ill.
James G. Yates	La Salle College	Philadelphia, Pa.
James M. Young	Washburn University	Topeka, Kansas
Sanford J. Zeman	State University College	Fredonia, N.Y.

In addition, registration forms containing the following names were in the files:

Mrs. Dobson

R. Dolphin

C. Ely

Erickman

Gardner

J.M. McConough

Vandorden

PART II

ADDRESSES TO GENERAL ASSEMBLIES

1. Keynote
2. Presidential
3. The Disadvantaged Student

KEYNOTE ADDRESS

by

Nils Y. Wessell
President
Alfred P. Sloan Foundation

My acceptance of your invitation to address you this morning was prompted, not by the belief that I had words of wisdom for you, but by the conviction that your programs and objectives can reflect, if they already do not do so, some of the most important principles underlying all of education. Your successes, your innovations, your commitment should have transfer value for all of higher education. The circumstances under which you operate can make possible the kind of experiment and the kind of understanding not at present permitted or encouraged in many a more conventional educational enterprise.

That's quite a statement of faith or of expectation. Let me try to tell you why I believe it.

In the first place, you are much farther down the road than most educators in accepting the notion that learning should be approached as a lifetime process and not as something occurring over a definable, limited period of time. You have the chance to demonstrate that effective education need not come in boxes of fixed, arbitrary dimensions. The

increased popularity of dropping out among college students has brought these concepts home to the typical undergraduate college. To you they are not new concepts. You have always recognized them, if only implicity rather than explicitly. Present day college teachers and administrators, who act as if they had invented the wheel when they speak of permitting the earning of the baccalaureate degree in from three to six or more years rather than in the standard four, should produce in people like you only wry amusement. When, years ago, you made the point that rate of learning was less important than level of learning, you were looked upon as second-class academic citizens who were threatening the basic quality of the academic enterprise.

The climate of public opinion as well as the slow education of the educator are now forces to be counted by you as allies. The important question is, "Do you recognize this changed state of affairs, and if so, what are you doing about it?"

Let me begin on a negative note, one for which I do not apologize. It has to do with the practices, the attitudes, the constraints that have served to keep the evening college from realizing its full potential. The first of these is the notion that evening programs should come in the same tight, little boxes so-called regular programs come in. The assump-

or status for the evening program. Too often the evening college simply pastes into its catalog the same course descriptions adopted by the day college, possibly with one or two fewer credits in the interest of what is thought to be academic honesty. The assurance that "exactly the same course content" is found in programs offered after 4 p.m. as in programs offered from 8 a.m. to 4 p.m. seems to be of first priority. I am so naive as to assume that, not only need this not be so, but that new and different packaging or no packaging at all, in the evening college might uncover a few educational truths which have never caught the attention of those who teach only during daylight hours.

I grant that in some instances the evening student should be guaranteed that in due course he will learn exactly the same biochemistry as the day student, particularly if the objective is eventual admission to medical school. But the number of instances in which this is not so and need not be so seem grossly underestimated.

I recognize that there are forces external to a university over which you find it impossible to exert significant influence, which make difficult the kind of experimental and innovative approach I am urging upon you. Accreditation and certification procedures are two of these forces. I know too that students

themselves will often insist that an evening college program be "as good as or the equivalent of" a regular day program. In each of these instances, status rather than learning or intellectual growth is given the highest premium. What a step forward it would be, and how refreshing, if we could all agree to settle on the quality and nature of the product as the measure of educational systems and programs.

Attitudes toward educational technology illustrate further the constraints of academic convention. But since they cover a wide range they illustrate also the disservice which results when expectations for technology are naive and exaggerated. The latter can be as serious a barrier to innovation and progress as fear of the same technology.

Most of you do not need reminder of the claims made for the computer operated electronic library whose realization presumably was only around the corner. They represent some of the best of science fiction. We were told not to plan for large spaces enclosing bookshelves in our new libraries. The individual student in his room would have dial access to information anywhere in the world. In a matter of seconds a cheap print-out of whatever material he wanted would drop out of a chute into his lap. When it becomes clear that expectations for technology of this

kind are not to be realized for a long time to come, if ever, more realistic advocates of the use of educational technology find their cause retarded, not advanced.

If my assumptions about the process of selection which brings you here today are correct, I probably do not need to dwell on the attitude toward educational technology opposite to that of overexpectation, namely, the attitude that looks upon technology with fear, as a threat to the important personal nature of the teacher-learner relationship. I do have a separate speech -- which I do not propose to deliver now -- in which I rail against the modern-day educational Luddites who would smash the computer because of the presumed threat it poses to their livelihood.

I am content instead only to state again the conviction I assume most of you share, that technology can make teaching and learning more personal, not less personal. This is particularly relevant for the kind of education you represent, for time is probably the most precious commodity the evening college student possesses. If technology can make that student's time more productive and provide therewith for a kind of personal education he especially needs, and often craves, then what a narrow-minded disservice it is to him

to deny him the use of that technology.

But there is still a third attitude toward educational technology which is even more to be regretted. It is the delayed appreciation of the possibilities of particular developments in technology, especially when such developments do not have immediately apparent implications for education. Cable television, or the wired city, is such an illustration. It has implications for education generally that almost defy imagination. They are particularly relevant to the evening college, its aims, its possibilities, and its limitations.

We are already over the threshhold of a revolution in human communications as great as that represented by the development and introduction of the printing press and the telephone. At low cost -- and this needs to be stressed -- the wired city rapidly coming into being will bring into the home with good fidelity twenty or forty or even one hundred communications channels. Certainly all of these should not and, hopefully, could not, be preempted for advertising, soap operas, and low quality movies. The mere number of channels makes almost meaningless the question of how many will be allocated for educational or public service programs.

And two-way communication using such a system is quite well within the realm of probability.

The important question is what people like you are doing in influencing this development and in devising the means by which it will become an important part of your educational armamentarium. Even a conservative guess indicates that within the next ten or twenty years, two-thirds of all American homes will be wired into a system capable of providing at least forty channels for each receiving unit.

If educators leave the development of such a system to chance or to the market place only, the same chaos will result as now characterizes over-the-air television broadcasting. The public interest will not be served. Concerned that the public service aspects of the wired city be understood and anticipated, the Sloan Foundation has created a commission of national leaders in education, government, business, and engineering to make a careful study of cable communications to provide government officials and others with guidelines which will ensure that the public interest is protected. If in fact you represent a concern for a life-long learning, the possibilities of this rapidly

developing communications system need not be sold to you.

But enough of technology. I would turn instead to developments and opportunities in education which would be present regardless of technology.

The first has to do with a kind of education or perhaps, better, with a kind of student, on whom you have not turned your backs but who now has suddenly become a central concern of those who once considered themsleves on a level far above you. I am thinking, of course, of the individual who on the basis of the typical admissions procedures of our colleges and universities over the last two decades would not be considered qualified for post-secondary education. You must find wry amusement in these new converts. They have adopted a point of view most of you have held throughout your careers. We now have even a new phrase to represent it, "open admissions."

But even though most of you have long shared this newly popular concern and commitment, I think you will agree that we have yet to test to the full the real possibilities represented by the concept. We need to break the bonds of some of our traditional assumptions about motivation, the importance of rate of learning, and the nature of the counseling process.

"Open admissions" represent, of course, real possibilities for failure or even disaster. If students are admitted in droves under an open admissions plan and then, for any of a number of reasons, are returned in short order to the world from which they came, marked as individual failures, then we all will have failed. Flexibility, experimentation, and boldness are clearly the order of the day. And these essential ingredients of the innovative approach need not be antithetical to the maintenance of standards. We may need to reorder our priorities, but such reordering need not be synonymous with the abdication of standards.

The sum total of your experience as teachers and administrators in evening college programs needs to be collated and made available to those of your colleagues who now for the first time understand and are committed to the kind of education and the kinds of students you have long known well and supported. But a "how to do it handbook" or anecdotal accounts are not what I have in mind. The missing ingredient is evaluation, carefully conducted evaluation. It is my suspicion that you know more about motivation, teaching and learning methods, and counseling than any other single group of college level teachers. This

is not necessarily because you are more intelligent or more insightful, but simply because you have had the longest exposure to the kinds of students and the range of talents to which American democratic education must now respond.

But in spite of the position in higher education in which you now find yourselves, your obligations to society demand that you adopt an even longer and broader view. Have as your goals the development of community learning centers to which people of all ages can come for varying periods of time with changing objectives. Free yourselves even further from the rigidities of time, place, and rate. Remain eager to experiment but be prepared for failure. Blur the distinctions between learning in a classroom building and learning anywhere else. Respond to your communities' immediate needs but not at the expense of equally important long-range goals. Make technology your ally and servant.

Long the second-class citizens of higher education, you now have the opportunity to be an important part of the wave of the future. I speak not of your self-interest, but of the obligation, the opportunity that finally are yours. You can play a critical role in ensuring that our democratic society meets one of its most important tests.

CHALLENGES OF THE SEVENTIES

AUEC PRESIDENTIAL ADDRESS BY DR. CLARENCE H. THOMPSON

How do the 1970's challenge you as an adult educator and an AUEC member?

At the Louisville meeting in 1958, President Alex Charters in his keynote address stated "The conference theme (Quality During Expansion) implies that there is an expansion of adult education programs. This implication is certainly substantiated in enrollment reports of the members of AUEC and of other adult education agencies across Canada and the United States. There is also an implication that the expansion will continue."

The next year in Pittsburgh, President Richard A. Mumma stated "To the dismay of the Program Committee, I have exercised the authority granted to the President by our Constitution and elected not to give a keynote address." He concluded "In summary then, I can report with confidence that our Association is responsive to the expressed needs of its members, that it is growing in size and stature, that it is alert and vigorous, that it is anything but impotent. This happy state of affairs is the result of the cooperative endeavors of past and present members. The future of the Association is likewise in your hands."

In San Francisco in 1960, Ken Riddle said that this had been "A year in which this Association has started the task of re-evaluation; a re-evaluation of its function, its objectives, and even the reasons for its existence." He added that "I should like to urge the Association to continue to develop those areas that have made the Evening College unique. For it is this uniqueness that justifies its existence as a separate entity on the campus...It is time to abandon our defensive attitude about our work and the Association -- it is time for action!"

In Cleveland, in 1961, Dick Matre said "AUEC should function primarily as a meeting ground of practitioners. We meet to provide person to person assistance, not necessarily to fight battles among the theorists...We can be of tremendous assistance to each other in the areas of practices, techniques, and policies. This emphasis is what has made AUEC unique."

In 1962, in Miami Beach, Dan Lang pointed out that "We are required by our Constitution 'to cooperate with other Associations in the achievement of our goals.' AUEC has cooperated with other agencies in many ways; and in the future, we shall have many more opportunities to work with other groups. Much more needs to be done by AUEC in joining hands with other groups to solve adult education problems. Inter-association cooperation will become increasingly necessary because of new developments in the education of adults."

In 1963, in Boston, Father Richard Deters stated that "The part-time student has an equal right with the full-time student to higher education, such part-time education is in the national interest, and it is the University which has the responsibility to enable the part-time student to exercise this human right... During our first twenty-five years we have, perhaps, thought too much of our students as merely part-time, or adult, or evening. During our next twenty-five, let us think of them more often as persons. It is as persons that they are entitled to perfect themselves...that they have the right to pursue truth at their own pace."

In 1964, in St. Louis, President Ernest Brandenberg reminded us "We do well to remember that no worthwhile living organism in our society remains exactly as it has been. AUEC cannot be static. There are no plateaus for oranizations. They are either improving or deteriorating. This is true of your university, of your adult program, of your Association of University Evening Colleges. AUEC will improve or it will deteriorate in the years immediately ahead; it will not remain exactly as it is."

In Dallas, President Kendall chose not to make a presidential address.

In Buffalo, in 1966, President Bob Berner stated that "I believe that we have a responsibility to build quality programs

in continuing education, and we have the responsibility to focus attention on the improvement of the community, indirectly, by serving as a catalyst within which community leaders and university leaders can carry on a dialogue."

In New Orleans, in 1967, President Ernie McMahon concluded with these remarks "In addition to two suggestions about ways to excellence within the University, I have urged you to seek a more effective way of providing quality education for the man in the ghetto, and I have urged you to reject cliches in dealing with pressures of the malcontents. The evening college stands in the most advantageous position in its history to assume a role of constructive leadership in the academic world and in the market place. Its success in taking that leadership rests with us--with you--the men and women who guide the evening colleges."

In the 1968 San Francisco meeting, President Bill Huffman challenged us by stating "Let us find our encouragement in the voices of the thousands upon thousands of students whom we serve annually because we alone are best prepared of all agencies to serve them. Let us keep our sense of direction because the glow of the lives that we have influenced lights the way; let us be rid of self-recriminations and work in the knowledge that we do not have to carry forests on our back; we have only to go about the business for which we were created."

Last year at the Galaxy Conference, President Ray Witte discussed ways of AUEC becoming "the voice of higher adult education."

Even though my undergraduate training was in the field of history, my purpose is not to make a historical record of presidential comments during the time I have been an active member of AUEC. Rather, these remarks give a backdrop to the points that I wish to make. These snippets from the past contain many of the concerns and challenges for the Sixties. But you have recognized that several of them are with us as we embark into the Seventies. Perhaps there is nothing new under the sun. Most of today's challenges and concerns have been discussed during the past decade. Some have changed in appearance or intensity as have the styles of dress, such as the wide tie or the mini, midi, and maxi.

In order to break with the tradition of most talks or sermons, I have chosen to avoid either the trinity or the troika concept and use a quadrivial approach to these remarks. The roads or pathways each lead out to one of the letters of AUEC. At the point of convergence is the membership, concerned in varying degrees with the opportunities and challenges represented by each of the four directions. The first I call accountability. It might just as well have been association or adult or something else. During the summer,

I was invited to represent the Coalition of Adult Education Organizations at the meeting of the Education Commission of the States in Denver. The theme of their annual meeting was "Accountability 1970". Oversimplified they argued that with fewer available dollars each one must be justified in relation to all other needs and requests. Program budgeting will be expanded to include routine operations. No longer will line items be increased automatically some percentage to cover increased costs but the need for continuing last year's figure will require detailed justification.

There is no doubt that funds are getting tighter. There are several persons of our Association who are not here because of budgetary restrictions. One of the private institutions in the Midwest has traditionally sent two or more members to the annual AUEC meetings. This year I received a letter from the Dean indicating that all travel in their institution had been curtailed for the balance of the year. Some of the private institutions are having financial difficulties. In Iowa, Midwestern College closed its doors one month after school opened this fall. Several schools are using deficit financing.

All is not well in the segment of public institutions either. Legislatures are harder to convince of additional needs and raises. Some state bodies have responded to the student

unrest with budgetary cuts and other punitive actions. The Los Angeles Times carried the following headline recently "Full Impact of Budget Cut Jolts State Colleges. System Under Pressure on All Sides as Students Increase, Dollars Shrink."

Good financial management requiring justification for funds is not new to the Evening College Dean and so this may not represent as traumatic a challenge to him as to some of his colleagues. Institutional self-study and long range planning will contribute to more favorable results.

The second challenge I have called University, representing higher education for all. The annual meeting of the American Council on Education last month in Saint Louis carried the theme "Higher Education for Everybody?" Several of us who attended this meeting were favorably impressed with the reactions we received as we infiltrated the various sessions and plugged for higher adult education.

It is true that the eight commissioned papers seemed to have in mind only everybody between the ages of eighteen and twenty-four. In his critique of the background papers, presented on Wednesday night at the Forum, Thurman White commented, "The literature of adult education does not seem to exist for the authors of these papers. None of it is cited or listed among the bibliographic references. This

in spite of an ACE publication that Paul Miller said had the 'quality of a benchmark' and Logan Wilson thought "because of the growing importance of higher adult education (would be) welcomed on many sides'. Malcolm Knowles wrote the publication under the title Higher Adult Education in the United States. His subjects were the current picture, trends, and issues. Only an iron curtain of academic polarity could keep such a publication out of a national conference on higher education for everybody."

If open admissions spread, if higher education for everybody or for a much larger percentage becomes a reality, there is no question that the Evening Colleges will attract and service greater numbers of adults, even younger adults, in the decade ahead. Although this prospect is cause for rejoicing it also raises concerns and challenges which we need to protect against.

Physical facilities are getting tight for increased full-time enrollments. Already we are being pressured to permit the day classes to spill over into evening hours. Dick Deters cautioned us on this problem in 1963 in Boston.

On the other hand, many of our institutions care for part-time adult students day and night. Therefore, the clock is not the determinant of who gets a classroom. It

behooves all of us to don the role of vigilante and to represent the adult student well in preserving his human "right to pursue truth at his own pace." This not only means facilities but also services and financial assistance.

My third point refers to Excellence. For a number of years our association worked through committees structured around the theme "Pursuit of Excellence." Bob Berner came out in 1967 with a twenty-two page report entitled: "Guidelines to Excellence". In fact, Sam Gould, in our Louisville meeting, keynoted the conference with an outstanding presentation on "Quality".

Quality or excellence in all that we do, in all that we develop or support, is essential to the well being of our students, our programs, and our institutions. Each of us wants to be "better than" the rest. There is a natural desire to be first, on top, looked up to, and respected. Excellence is both the means and the end. It is the means of attaining respectability, acceptance, and equality. It is the end in that our programs based on excellence will reflect through our students those qualities of accomplishment that are most desirable in the eyes of academia and the world beyond.

It should be made clear, however, that quality and excellence refer to the level of effort, endeavor, and accomplishment. Some may confuse these attributes with the "status quo" or with the medieval concepts that are so deeply rooted in segments of our educational system. Quality and excellence do not preclude creativity, innovation, and experimentation. To the contrary, these are to be encouraged but not as facades for hastily developed and poorly thought out designs.

Maintaining excellence in our programs for adults, in the long run, will work to our advantage even though frustrations are likely to abound in the decade ahead as we strive to improve our management of finances, facilities, and resources.

My fourth and final challenge, I refer to as cooperation. Over the years and from some sources this week have come suggestions for the merger of associations having similar purposes. The one most frequently heard is "Why don't AUEC and NUEC merge?" You know the arguments on both sides. On the pro side are comments such as: "Dues are going up and institutions are looking harder at their budgets. A merger would save money." "If the two associations merged they would have a louder voice for Higher Adult Education;" "Our purposes

are the same and travel budgets are requiring us to make choices;" and so on.

On the contrary side, one hears comments regarding NUEA's budgetary difficulties. (And here I can report to you that they expect to finish this year in the black). Perhaps the most vocal complain about the higher dues, the influence of the larger institutions, and the "swallowing up" of AUEC into one of their divisions. Also many people like AUEC for its friendly atmosphere, willingness to share information, and they are not primarily concerned with lobbying, etc.

Then there are those who feel that both AUEC and NUEA should cease and a single new association be formed. Cliff Winters called it the Association of Continuing Higher Education: ACHE. Realistically, the aches and pains of this kind of action seem to be more than either group is willing to endure.

I believe that the best approach at the present time is one of interassociational cooperation, information exchange, and coordination. The vehicle for this relationship, in my opinion, is the CAEO, the Coaltion of Adult Education Organizations. Currently, there are fourteen members of CAEO. Each member association has one vote and two delegates

to the board. We have met four times since the Galaxy and are establishing real lines of communication and mutual understanding on this level. Several AUEC members and past presidents have been most influential in the development and structure of CAEO. I shall not name them for fear of an unintentional slight.

Even though a fledgling organization in point of time (parenthetically the prior committees from which CAEO developed began in February 1965 and terminated following the Galaxy Conference) CAEO gives the greatest promise of two or more associations working together for a common cause. Let me cite two examples. At the time of the Senate Appropriations Committee hearings on funding for Title I Higher Education Act, five associations joined together to testify (two of these were not CAEO members) in favor of funding even though the administration had excluded this act in budget requests. I appeared representing AUEC.

The second example is yet to transpire. On February 24-25, 1971, the boards of Directors of the associations holding membership in the Coalition plan to meet together. This is a major step in the direction of understanding, cooperation, and coordination of effort.

This relationship offers the best of both worlds. The Coalition can speak with the combined weight of all fourteen

organizations while at the same time reserving for each association the right to be included or not. For instance, if AUEC does not wish to be included in a joint action we are free to withhold our endorsement. In fact we could even separately oppose it if we wished.

The Coalition is currently leading the fight with the U.S. Commissioner of Education to oppose the discontinuance of the Adult Education ERIC operation. Eight of the member associations, including AUEC, also signed the letter of protest.

In summary then, many challenges face us for the seventies; some new, some perennial. AUEC will continue to work for the benefit of the adult who wants to increase his knowledge and improve his plight through higher adult education.

As institutions and as an association we will be faced with the need for more accountability. With the prospects of some form of Universal Education we will strive to meet the needs of our adult clientele. In each thing that we undertake, however, we need to insist on quality and excellence. And finally, the direction for adult education to take is cooperation and coordination of interassociational relations and efforts.

AUEC offers both the challenges of and many of the solutions to the problems and opportunities of the next decade. Your presence here at this conference is evidence that you expect to take your place with AUEC in meeting the Challenges of the Seventies.

MEETING THE EDUCATIONAL NEEDS OF THE ECONOMICALLY DISADVANTAGED STUDENT

CHAIRMAN: Joseph H. Strain
Associate Dean, Evening Division,
Suffolk University

SPEAKERS: Text (1) - Robert E. Lewis
Educational Consultant; Former Principal, Chicago Public Schools; now Lecturer, De Paul University
Text (2) - Virginia E. Lewis
Assistant Superintendent for Human Rights, Chicago Board of Education; Lecturer, De Paul University

RECORDER: William A. Lindsay
Dean, Evening Division, Bentley College

TEXT (1)
by
ROBERT E. LEWIS

The Promise of America as described by Thomas Wolfe, is:

--"To every man his chance.

--To every man, regardless of his birth, his shining golden opportunity.

--To every man the right to live, to work, to be himself, and to become whatever his manhood and his vision can combine to make him.

--This, seeker, is the promise of America."

But the existence of a huge segment of the population classified as economically disadvantaged is tragic evidence of the failure of our great nation to honor this promise of equal rights and equal opportunity.

WHO ARE THE ECONOMICALLY DISADVANTAGED? The 1968 Manpower Report submitted to the President by the Secretary of Labor lists them as:

"-- The hard-core unemployed, who require skill training, literacy training, and successful work experience, to develop new motivation and become stable, productive workers.

-- The seasonally employed, who are fully prepared to work all year and yet constitute one-fifth of present unemployment.

-- The hundreds of thousands of unemployed young people who are still struggling to cross the gap between school and work.

-- The unemployed and inactive older workers, whose considerable energies and talents are wasted as a result of inadequate opportunities, outmoded traditions, and downright discrimination.

-- The jobless handicapped, many of whom could become employable and employed with rehabilitation and other services.

-- The unemployed and underemployed members of minority groups - Negroes, Puerto Ricans, Mexican-Americans, American Indians, and others - who need special help to catch up with the majority."

Although listed with the other non-whites, it is widely known that the plight of the Negro in the job market is far more desperate than that of any other minority group. A brief discussion of the Negro in his position of unemployment and underemployment will throw some light on what the other minority groups experience to a lesser degree and involving fewer numbers.

In America , the nationwide unemployment in 1933 with one out of four workers unemployed was considered a calamity

level, yet in the sixty-five largest cities the rate of unemployment for Negroes was recently reported to be one out of four, as contrasted with one out of twenty for whites. For the nation, in 1963, the Labor Department reported unemployment at 5.7 of the labor force, but among Negroes it was 10.9%. The 1970 figures, just released, show 5.2% for whites, and 9.3% for Negroes. And what of his economic condition?

In 1960, about 45% of the Negro workers were employed, 40% white; with median family incomes $3,233 and $5,385 respectively; in professional, technical and managerial occupations, 6.7% Negroes compared with 23% white workers; and in office occupations utilizing the typewriter, cash register, computer and other machines, 13% Negro against 36% white workers; however, in semi-skilled, service and unskilled occupations, 80% Negro workers and 40% white workers.

In general, Negroes were employed fewer hours per week, earn about 40% less, forcing more of the women to work (slightly over 40%) who earn also substandard wages. Over half the Negro work force is underemployed - only 43% of those working used their training on their jobs contrasted with 60% of all workers. Further, one out of five Negro

women with some college training or who have graduated from high school are employed as domestics; this constitutes 20% of Negro women as compared with 2% of white women similarly trained.

As for unemployment, for Negro men it is twice as high; for Negro women it is 80% to 100% higher than that of their counterparts. Faced with frequent and lengthy periods of unemployment, many of the unskilled males in the middle forty age group may be doomed to a life of unemployment unless drastic programs are enacted.

Whitney M. Young, Jr. in his book "To Be Equal" says, "In unemployment, housing, schooling, availability and adequacy of health and welfare services, the Negro family suffers drastically and out of proportion to its numbers." With an unemployment rate four times that of whites, concentrated in low-paying jobs most not covered by unemployment compensation and social security, with fewer than 2% of all apprenticeships in the nation - all suggest the reason for selection of the Negro as the prime illustration of the economically disadvantaged in this paper. But enough of statistics and comparisons. It is evident that the problem is complex and has developed over many years. But

what has been done and what can be done to correct the problem?

Since the majority of the economically disadvantaged workers fall in the unskilled or common labor occupations, the logical first approach would be to teach them a skill. To this end, the combined efforts of government, labor organizations, business and industry, schools and other community organizations as well as the worker himself have been required to aid in planning, developing and supporting programs for the training, hiring and education of this large segment of our labor force. A second beneficial step would be to pay a living wage to these workers who are currently being underpaid in many locations.

Recognizing that a basic need for employment is a good background in general education, many schools and evening colleges have launched programs, often with government assistance, to help overcome these educational deficiencies. In a special study prepared for the Panel of Consultants on Vocational Education, the authors stated: "Skills in reading, mathematics, and other general education fields are essential for acquiring specific vocational competence and the higher levels of education needed for many occupations. It is,

therefore, essential for the schools to increase their efficiency in teaching the fundamental school subjects to all students. The early school leaver who has not acquired the basic skills is not only unable to find satisfactory permanent employment, but is also greatly handicapped in acquiring specific vocational training as an adult."

But there are other needs which need attention if the lot of the economically disadvantaged is to be improved. Such needs as:

- special help for young people out of school and out of work.
- improved techniques, materials and facilities designed for adults.
- vocational training - the best.
- vocational counseling by qualified personnel.
- training and hiring of more minority group members for work on the hiring line.
- entrance jobs in large numbers.
- union apprenticeship programs which recruit, not reject, minority group members.
- equal training opportunities and employment services, and
- people in agencies and institutions who understand the reasons for and utilize techniques for motivating potential minority group workers.

In considering the needs of the economically disadvantaged, it is of interest to consider the predictions of manpower dis-

tribution which resulted from technological advance and increased productivity during the past decade. More than two million jobs were vacated, most seriously affecting the least educated or those having narrow or specialized skills. At the same time, growth in job opportunities in the professional and technical occupations reflected advances in electronics, space technology, guided missiles, chemicals and communication. Although job opportunities for engineers increased nearly 90% over the decade, those for skilled craftsmen and technicians increased faster since estimates indicated that for each engineer or professional scientist the services of two to four technicians are required. Thus, training of technicians which does not require a four-year college education received serious attention by many junior colleges as well as by colleges and training institutions of other types. The large increase in subject offerings in vocational areas reflected the increase in the number and kind of occupational opportunities. Other types of institutions offering training programs for the economically disadvantaged included institutions of higher learning with vocational and technical programs not leading to a degree, the armed services, correctional institutions, State and Federal agencies, and

private trade schools, private junior colleges and others.

Among the programs offered were many familiar to most of us:

The Neighborhood Youth Corps and Job Corps for youth - 650,000 enrolled;

New Careers and Operation Mainstream for hard-core unemployed (more than one million who were idle half or more of the year) - 30,000 reached;

Work-Experience and Training Program and the Work Incentive Program (for those on welfare) - 69,000 involved;

Programs under MDTA (Manpower Development Training Act) and through Opportunities Industrialization Centers - 310,000 reached;

Concentrated Employment Programs, operating in selected slum areas; and

JOBS (Job Opportunities in Business Sector) Programs, with 100,000 set as the goal of jobs available.

These programs and others, affecting about a million persons, have met with varying degrees of success. Highly significant, however, is the confirmation as a result of these experiences that in a continuing and expanded effort to deal with the problems:

- a follow-through is mandatory, providing support beyond a specific period of training. Years of deprivation cannot be overcome by a program covering a specific number of weeks;

- that workers <u>can</u> be recruited or attracted to programs leading to jobs which can help them get out of poverty, but <u>not</u> for dead-end programs;

- that best results come from placing the worker in real job situations as soon as possible, provided that basic preparatory and support activities are continued;

- that basic costs are substantially higher to prepare the hard-core for stable employment than for those normally dealt with;

- that hard-core unemployed persons often are beset with several problems, poor health, poor education, poor work records, lack of skills, lack of transportation, discrimination, lack of child-care facilities, motivation - and that for many there is no single or simple answer.

(YET)- that, despite the seriousness of all this, a substantially effective corrective program CAN be put together which would justify concentrating the attack on slum areas where employment problems of the hard-core unemployed are most acute.

The promise of America - "To every man his chance" holds a bright hope for the future for most Americans, but for the economically disadvantaged - the Negroes, Puerto Ricans, Mexican-Americans, American Indians, Appalachian Whites, and others - much remains to be done before they, too, can feel that they have been included in the group to whom the promise was made. And those engaged in adult education have the opportunity of continuing and expanding their efforts to the end that this promise can come alive.

TEXT (2)
by
VIRGINIA E. LEWIS

Who is the economically disadvantaged student? What are his characteristics besides being a large statistic and being disadvantaged as a class. I would like to discuss this student from a more individual point of view. What is this student like, where is he, and what are his educational needs? You are perhaps better informed about this than most audiences we could gather. Perhaps if we explore the answers to these questions together and summarize a few things for our common thinking, the time will have been well spent. Maybe together we can see some further directions toward which we might bend our efforts.

Concerning this student's characteristics: it has been mentioned already that he is poor. If he is attending school in the evening, he is probably working. The evening colleges are designed in general for students who are employed and who seek to continue their education at night. He is working at a relatively low paying job, without much security, or she is a housewife with family responsibilities, obligations and concerns. So this student, underprivileged, disadvantaged, or whatever you wish to call him, is poor though presently employed, and he has a background of poverty and all that

background implies. Since he has elected to attend evening college, he is a motivated person. Like all evening college students, he is making a sacrifice of his time and energy and of his limited funds because he has a goal or goals. He probably has the necessary intellectual capacity to profit from a college experience. Despite conclusions, and sometimes comments, that everybody graduates from high school and nobody knows anything, there is a process of screening that does take place as students move through the school experience, elementary and secondary. The drop-out rate, for good or ill, is one proof of this fact.

Some of the economically disadvantaged who should be in college are not there, so we are talking about two groups of people - the economically disadvantaged that you have with you and those you do not but probably should have with you. Though possessing intellectual competence, many young people drop out of high school for a variety of reasons: economic, social, physical, education, or a combination of these. Others, having completed high school are not furthering their formal education for some of the same reasons. And this is the nation's loss.

Coming from an economically disadvantaged background, this student probably has some educational deficiencies which

make college more difficult for him. First, he may be a slow or a poor reader, and this is common. Second, unless he is a good and an avid reader, he may have a very limited vocabulary and lack fluency in expressing himself effectively either in speaking or writing. Being a victim of poverty, he probably attended a school where a largely inexperienced or inadequate staff could not give him adequate preparation for college in many subject areas or provide him with necessary study skills. He probably lacks the advantage of well-educated parents; therefore, books, travel, and a variety of cultural experiences and intellectual pursuits as a way of life have been lacking in his background. College education may not have been a common goal for other family members or neighborhood friends so his own present goals may to some extent alienate him or isolate him from his peers.

In addition to an experience of non-inclusion, of not being a part of the main stream of our American culture which is true of the poor and all the disadvantaged, if the student is Black, Puerto Rican or Mexican, he has experienced his group's special social segregation or isolation. He has had his own cultural heritage and contributions ignored completely or downgraded, particularly if he is Black. He has

suffered the psychological and damaging effects of this enforced, rather than voluntary, isolation and of discrimination socially, economically and educationally. He has been surrounded by family and community reactions to this condition: extreme apathy, perhaps, or currently, extreme militance. He may personally lack confidence and be too passive, he may be sensitive about his status, he may have negative feelings about himself and he may counteract these by extreme hostility or aggressiveness.

On the other hand, the disadvantaged student has had experiences in living which may have given him many strengths not generally recognized. He has had to learn to be independent, self-reliant and resourceful. Just to survive in a slum environment requires these qualities. He may have had to assume adult responsibilities and concerns early in life: working at odd jobs, supervising younger family members, caring for ill members of the family, making decisions for himself or the family; and as a result, he has become mature earlier than the average. He has experienced much of what others study about in sociology: slums, poverty and its attendant ills, and has personally had to cope with some of the major urban (or rural) social problems as well as economic ones.

How can the colleges meet the needs of these students? What are their particular needs? Some, of course, are the needs of any college student. Some are the needs of evening college students in particular and some are more specific to the socially and economically disadvantaged. I know you are well aware of these but let me list a few: First of all, he greatly needs understanding and respect. He is an adult and must be treated as one. His special need for respect must be kept in mind. Our culture has a sort of notion that if you are really poor there must be something wrong with you, and as teachers we tend to be unconsciously condescending in our manner toward those less fortunate and patronizing toward minority group members. The student does not need condescension but real respect for what he is and has to offer.

What does the economically deprived student want and why is he in college? What are his goals and aspirations? Among his urgent needs are Vocational and Educational Guidance and Counseling. The average college is totally inadequate in this area. A few words with the student from a so-called "advisor" at registration time amidst the confusion of filling out forms and class cards is the substance of guidance and counseling in too many colleges. Someone needs to know this

student and care about him as a person. All of us are living in a period when we sense the threat of being simply a conglomerate of numbers: Social Security Number, License Number, Bank Account Number, etc. And everywhere we hear students and others demanding to be seen and heard and valued as individuals, as persons. The Counseling Services must be greatly expanded for socially and economically disadvantaged students. This service is also necessary as an integral part of class instruction.

In addition to guidance about his program, the student most likely needs encouragement. On the other hand, he may need to be slowed down; there is a tendency among highly motivated adult students to try to hasten their accomplishment and they often attempt to carry too heavy a load. The result may be failure or low achievement or success at the sacrifice of health.

Obviously, some health services or referrals are indicated for the college student. Remembering the characteristics mentioned earlier, we are aware that he is, perhaps, the victim of an accumulation of problems due to poor nutrition and other health deficiencies. If health services are provided for day students, then certainly they are necessary for evening students, particularly those who are barely above

the poverty line and who may have cumulative health problems.

If the student comes from a so-called "slum school" with the deficiences such as those mentioned, he needs a remedial program. He needs courses and coaching or tutoring in small groups to provide him with the tools that he needs to work with: Reading, Writing, Speech, Math or Study Skills. Consider the tutoring program provided for bright, advantaged boys at a college like Harvard. Evening Colleges do not themselves have the money to provide that kind of service, we are well aware, or for the recommended program of either Counseling or Coaching, but these are areas for which Federal funds or private Foundation funds should be sought. With such funding, remedial services and courses should be free to the student recommended for them or have a very nominal, very minimal fee attached. I do not mean to say that all students who have not achieved can lay the blame at the door of the school; being a school person, I could not say that in good conscience. On the other hand, however, recognizing the problems of poverty, and the problems of the average school in the poverty areas, we must admit that the deficiency which the student from such a background brings to the college is in large measure a public deficiency and the remedy should also be a public responsibility. Remedial

courses should utilize all possible technological aides to accelerate the remediation. Adult students, particularly those economically disadvantaged, do not have years to spend getting ready.

Even more than the average student, this student needs socializing and cultural experiences. Somewhat alienated now from the old high school crowd, he will need to make new friends with similar goals and the opportunity must be provided. Affairs should be planned or arranged by the college and partially underwritten - tickets to concerts, group trips to exhibits, etc.

Colleges today must not only prepare the disadvantaged student for occupations requiring more education and general skills but also they must meet the current demand that education inculcate personal social skills as well. This is especially true where students have been socially isolated and have not had an opportunity to develop these skills in the family or in the larger community. Courses in Human Relations, therefore, should be a definite part of the curriculum.

The Evening College student may be in need of loans, part-time employment or scholarships. Some students who would attend college cannot do so because their margin of

income is so slim that they cannot manage it. They can't attend day college because they must work and funds for evening school scholarships and loans are scant or non-existent. It seems that the student who is willing to work all day and then attend school after that is more deserving of financial help than any others. I should mention here the great concern the economically disadvantaged student has about accepting the loans that we hear so much about. Having come from the background which I described, this student does not have the security to accept that loan because he cannot imagine what he would do if his physical or financial condition became worse, like many others that he knows about. In such a case, he would be unable to pay it back and he is afraid, therefore, to accept the loan, however much he may need it. He needs to be encouraged to take advantage of the financial aids available to him and these opportunities need to be greatly increased for the part-time student.

The disadvantaged student, in particular, needs an excellent teacher with a well-balanced instructional program. All students need this, of course, but he needs it in particular because of the specific problems and characteristics discussed earlier. He needs a teacher whose presentation is well-organized because the student has no

time to be wasted. He needs a teacher who is concerned about whether the student is progressing or not, who encourages his efforts and provides a friendly, comfortable class climate. He needs a varied class program because he is mostly non-verbal and while he benefits from some lectures, to be sure, he also needs some other instructional methods to be utilized in the classroom. The assignments which teachers make should be fully adequate in quantity but not overwhelming. There should be carefully selected required reading for intensive, rather than extensive, reading (which is unrealistic for the person who may still be educationally at a disadvantage and a full-time worker). A syllabus with many short, rather than a few long units is desirable in order to have the student motivated and encouraged by a feeling of progress. Many economically disadvantaged persons have of necessity developed a present, rather than a future, orientation. Though the evening college student with his goals has broken somewhat with that orientation, he still needs some more immediate satisfactions to support him. This is a factor to be considered by both the class teacher and the counselor. The student especially needs a teacher who understands his own -- the teacher's own --

background, personality and behavior as well as that of his students. The teacher should be aware of his own values and prejudices and how quickly these are sensed by others and how quickly he can "turn off" the already insecure socially and economically disadvantaged student. A teacher is needed who knows and will show the student effective techniques for studying that particular subject.

Course offerings should be available and varied to meet the needs indicated. Vocational and job-related courses are of greatest interest to adults thoughtout the United States. Flexibility as to hours and sites should be a great boon to the evening college student with a disadvantaged background. We have found that many industries and agencies are willing to provide adequate sites for specific classes closer and more convenient for their workers who are students. Especially needed are courses to prepare para-professionals: short-term courses for Teacher Aides or Practical Nurses, for example, which meet immediate needs and offer early satisfactions. Non-credit courses also have value even for a student who is interested in improving his economic situation: courses in Family Living, Consumer Education and a variety of others of civic or cultural interest. These may provide an extrinsic motivating value to some students. These non-credit courses should be more than a "cafeteria" providing

superficial acquaintance with a subject but should be made part of a sequence to provide and encourage greater depth of understanding. They should have some later value and at least partial value as transfer credit if the student is motivated to enter or extend his education in a credit-bearing program.

And now, finally, a word about admissions. It is ridiculous and serves as a self-fulfilling prophecy of failure to place the student with obvious educational handicaps in programs or courses requiring skills he does not yet possess (reading skills, wide background in literature or specific proficiencies). It is equally ridiculous, however, to exclude students from college on the basis of test results which do not measure his potential or on the basis of the achievement he was able to make in an educationally, economically and socially meager environment. Test results and school grades must be interpreted in the light of this background and other factors must be measured as indications of the student's maturity, abilities and possibilities.

All parts of the society must be organized. This is not a job for the adult evening colleges alone, but for all parts of the society. Its resources must be tapped to help

those who have been partially forced out to come back into the main stream of the society so that they can function adequately, assume their responsibilities and make their potential contribution to the whole.

PART III

SMALL WORKSHOPS

Recorders' Summaries

ROLE OF EVENING COLLEGE IN THE COMMUNITY

Chairman: Joseph Jolda
Dean, Evening Division, Worcester Jr. College

Speaker: Charles V. Blair
Dean of Administration, University of Akron

Recorder: Constance M. Scott
Associate Dean, Rider College

Dean Jolda promoted the thought that community service is not a new concept. He reminded us that Socrates first exemplified it by talking to the people in the streets and the market place where he created a student community concerned with the social and moral issues of the time. Plato reflected the same thought in his Republic, and the concept was carried forward by Aristotle's teaching of Athenian youth in the Lyceum. The same idea is evident in the teachings of Jesus and his disciples as they shared their philosophy with the multitude.

The concept of education for the masses continued until the eighteenth century when the idea of education for all people was abandoned and the universities became storehouses for factual knowledge and retreats for the idle rich or select few. The American universities were first patterned after the European institutions but it was soon discovered that they could not satisfy the requirements of the new age.

In 1826, Josiah Halbrook established the American Lyceum in Derby, Connecticut, which was dedicated to the principle of citizen participation in community development and the utilization of educational resources to solve practical problems. The concept of education institution's involvement evolved over the years to the present idea of institution responsibility.

Dean Blair took to task the philosophy that institutions must have as their main source special programs to fulfill their obligation of serving the community. Special programs have their place, but the institution can best serve the community by having a solid foundation of quality education leading to a degree. The fundamental community role of the evening college also extends to those persons who seek personal rewards but who do not desire to pursue formal course work leading to a degree. Their need is met through non-credit certified courses.

Dean Blair pointed out that many of the urban institutions are not meeting their responsibility of serving community needs. For evidence, he submitted the annual report of Programs and Registrations prepared by the AUEC and the NUEA. It can be noted that the largest urban areas in a state where a public or private instution of higher education is located

do not have the largest evening programs by registration in that state.

In order to provide a sound fundamental program meeting the basic needs of its clientele, the instution must have the support of its entire faculty and administration. Unless the evening school has this support, it cannot perform as a first class operation of the college or university. To put emphasis on this concept, Dean Blair quoted from the "State of the University" address by President Norman P. Auburn to the faculty of the University of Akron delivered last October 2:

> "I would suggest in all seriousness that any of you who do not understand what it means to work in an urban university dedicated to serving the interest of an urban society should make every effort to understand this dedication or you will not find this a congenial collegiate atmosphere.
>
> "Among the urban universities in America few are as close to the urban community as is this University. This is a deliberate policy. We want to relate to our urban environment. This means that our public service role is urban directed. When persons ask if our educational programs are relevant, we equate relevancy with relation to urban needs and requirements.
>
> "The teaching mission of an urban university is to serve all the people who are qualified for and desire a collegiate experience at the time of day and the months of the year that are most convenient for them. By all people, I mean people of all ages beyond the high school years.
>
> "Thus, it is that evening and summer classes here are just as important as 8:00 a.m. to 5:00 p.m. instruction October through June. We have no second-class educational

status here. Admission requirements to evening and summer programs are the same as for regular full-time day schedules. Indeed, as you know, the courses are exactly the same, carry the same credit and are, in the main, taught by regular faculty members as part of their regular load.

"Accordingly, our evening and summer students deserve as rich a selection of program offerings and as much academic counseling as our day students.

"Some faculty members may not enjoy this kind of academic arrangement. To them I must say in all candor: these are the facts of life here."

The Executive Committee of the University of Akron emphasized this philosophy by passing a resolution stating:

"....in recognition of the traditional role of an urban university, reaffirms the basic commitment of the University to continue to provide increased opportunities for high quality education on a part-time basis through the Evening College. This commitment is a shared obligation of the faculty and administrators as well as those agencies providing necessary support services to the part-time student. In recommiting the University of Akron to the goal of quality associate baccalaureate, and graduate part-time education, we recognize our rich historical tradition of devoting special attention to the needs of the evening student. We also recognize that the opportunity for part-time education is a significant community service obligation of the truly comprehensive urban university."

Dean Blair emphasized that a university cannot hope to fulfill the needs of its community unless some form of a community survey is made periodically. This survey should include:

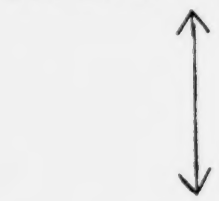
1. Geographic location of the community and institution
2. Past history
3. Local traditions
4. Local value systems

5. Population and social groups
6. Economic and financial base
7. Transportation, communication, education and recreation services
8. Political persuasions
9. Institutional structure of the community

Then, a study should be made to identify special problems such as intergroup relations, health, welfare, housing, law enforcement, environmental condition, community planning, special group needs, etc. to which you may want to apply the strengths of your evening college operation.

Dean Blair summarized the following as community based programs:

credit courses
remedial courses
certified programs
term length-non-credit courses
short courses
workshops, seminars, conferences
lectures, panels, etc.
community surveys
community services
community relations
community programs



Dean Blair emphasized that if we do our fundamental job of dispensing credit education to a part-time adult clientele after 5 p.m. with a large measure of quality and efficiency, then we will finally be performing that community service role which will pay the greatest dividends.

BACHELOR'S DEGREES FOR ASSOCIATE DEGREE HOLDERS

Chairman: George Menke
Director, University College, University of Hartford

Speaker: Carl H. Elliott
Dean and Director, Calumet Campus, Purdue University

Recorder: John W. Mybeck
Assistant Dean for Evening Administration, Calumet Campus, Purdue University

Dr. Elliott's presentation focused on a description of the evolution of baccalaureate degree programs for those students who had completed associate degrees at Purdue University's Calumet Campus.

In 1943, when the pressures of production for World War II rapidly increased the needs of the Calumet area's industries for skilled craftsmen and technicians, a series of technological programs were instituted under the War Manpower Training Act. Purdue, as the land grant institution in the State of Indiana, participated in these activities.

At the conclusion of World War II, Purdue developed a series of technical extension centers that presumably were designed to parallel the cooperative extension activity that was taking place also under Purdue's auspices in the field of agriculture. The technical extension centers were designed to offer non-collegiate, technical institute programs that culminated in diplomas instead of degrees. In addition, authorization was also given to provide a one year general

education program at the collegiate level. During the next fifteen years, there developed two parallel programs: one non-credit and one at the collegiate level. This unfortunately led to the establishment of a large number of duplicate offerings that were necessary to satisfy the needs of both groups.

A merging process between the collegiate and non-collegiate programs was initiated in 1958 and was virtually completed in 1961 with the establishment of an associate in applied science degree. The strong technical emphasis at that time resulted in the University offering the associate in applied science degree in five technical areas: electrical engineering technology, mechanical engineering technology, industrial engineering technology, metallurgical engineering technology and architectural engineering technology.

The School of Technology was formally established as a separate and distinct school of the University in 1963. As authorized by the Board of Trustees, the School of Technology was the only school of the University with associate degree capacity and had its emphasis on technical education technology training.

One of the departments that became a part of the School

of Technology was the Department of Industrial Education. At that time, this department offered a great many different degrees and has subsequently, been broken up into about four separate departments. This department, in 1964, made the first attempt to provide baccalaureate programs for associate degree holders. Students could complete associate degrees on the regional campus and then move to Lafayette for the balance of their four year program without substantial loss of credit on their part.

A survey of a number of industrial firms was undertaken in 1964 that was designed to ascertain what industry felt was still needed in the way of technical training for our two-year graduates. The final report made the following recommendations:

All four-year curricula to be developed by the faculty of the School of Technology should generally:

1. Dovetail into the curricula of the present associate in applied science degree;
2. Minimize specialization;
3. Preserve the interest and the ability of students throughout the four years; and
4. Build on and not add to the present program.

In addition, the report went on to suggest that these four-year curricula should specifically:

1. Be constructed so as to utilize 35% of total student time for engineering theory and those sciences basic thereto, 35% for engineering application, 30% for communication and living skills;

2. Include those basic theoretical engineering subjects to a level commensurate, in the opinion of the faculty, with the needs of industry;

3. Include those subjects generally accepted by faculties using communication and living skills in such a manner so as to provide:

    a. a continuing study and application of Speech;

    b. a continuing study and application of English;

    c. a means for a graduate to orient himself to man and his environment; and

    d. a means for a graduate to psychologically and economically orient himself to an industrial climate.

4. Institute an educational method which will provide a student with an understanding of the physical industrial climate; and

5. Be flexible enough to adapt to the changing needs of industry.

This report was presented to, and adopted by, the Board of Trustees in 1965. The initial curricula prepared by the faculty committee of the School of Technology closely

followed the specifications outlined in that document. The first students were admitted to the junior year program in the fall of 1965. The first class graduated in June, 1967.

Where the associate degree programs emphasized the development of a strong technical competence in a specific area, the baccalaureate degrees initially stressed a generalized expansion of technical knowledge. For example, students in the baccalaureate program were required to take most of their technical work (35%) in areas of technology other than their own specialty.

While the Calumet Campus still offers a Bachelor of Science in technology, other baccalaureate degrees have evolved in the last three years which emphasize an area of specialization.

Since the establishment of the associate degree program with five different majors, the School of Technology has expanded its offerings to include Computer Technology, Chemical Technology, Food Service Technology, Supervision Technology and Nursing.

The Fall Semester, 1970, marked the beginning of a new baccalaureate program in Nursing. Students who have

completed associate degree programs in nursing are eligible for admission, as are the graduate of hospital diploma programs. This brings to six the number of baccalaureate degree options open to associate degree graduates in the School of Technology.

Only recently, the School of Home Economics absorbed the Food Service Technology program and now offers its own associate degree in Food Service and Lodging. Students completing this program may move into the Institutional Management baccalaureate program. The significance of this event is that it represents the first erosion of the School of Technology's role in associate degree training. It also marks the initial acceptance of the associate degree by another school of the University at its full value.

Another recent development at Purdue University has the potential of offering baccalaureate programs for associate degree holders. In 1969, the Board of Trustees authorized the establishment of a School of General Studies which was to become operational at the beginning of the fall semester, 1970. This school was authorized to do work at the lower division and sub-collegiate levels. Implied in its charter is the granting of associate degrees although the School of General

Studies has not yet requested degree authority.

While this school has been charged with the development of services similar to those offered by other schools of general studies around the country, its relationship to the other schools within Purdue University will be somewhat unique. This will be the only school of the University that will be unable to absorb its own graduates in baccalaureate programs. Since each school has the power to establish its own admission policies, the School of General Studies will need to carefully consider these varying standards during and subsequent to development of its own programs. If General Studies is successful, this could very well provide another bacculaureate program avenue for associate degree holders.

The Calumet Campus is also cooperating with the School City of Gary in the operation of a Career Opportunities Program. One hundred and eighty people who are currently employed as teacher aides in Gary are enrolled in a program, the completion of which will basically represent the first two years of a teacher training program. These individuals who so desire may be eligible to continue on towards the completion of a baccalaureate program in teacher education.

The following questions were typical of those asked:

Q. How many students have completed the baccalaureate program in Technology since its initiation?

A. There were 30 graduates in 1967, 36 in 1968, 64 in 1969 and 100 in 1970.

Q. How has industry received the graduates of this program?

A. Quite well, in fact. They are employed by and large as operating people, supervisory people and as technical people in industrial operations. It so happens that, in the area where the Calumet Campus is located, there is little basic research but a great deal of heavy manufacturing. These people have turned out to be what is needed in these plants.

Q. You indicated that the associate degrees granted at your institution are all granted by the School of Technology and not by evening college -- Why?

A. Purdue has no evening college. The fall, 1970, found our enrollment to be slightly in excess of 5200 students. Of those 5200 only 2000 are considered to be full-time students. A full time student is defined as one carrying 12 hours or more.

Q. What is the policy at your campus relative to the transfer of academic credit?

A. There is no specified limit on the number of credit hours a student may transfer into the University. In general, we expect the student to complete at least the equivalent of one full year of academic work at our campus prior to the award of a degree.

Q. Why are the paraprofessionals enrolled in the School of General Studies?

A. Basically, because many of them do not meet the requirements for admission to the School of Humanities. The School of General Studies is being used as a vehicle for admission. We hope that by the time they have completed the program outlined for them we will be able to give them an associate degree. This obviously will assist them in gaining salary increases as well as better positions. Furthermore, the completion of this program may allow them to enter the School of Humanities and eventually earn their baccalaureate degree. Once this has been completed they can, if they so desire, seek admission to a masters degree program.

VARIOUS PATTERNS OF COLLEGE DECISION-MAKING

Chairman: Frank C. Genovese
Dean, Graduate Programs, Babson College

Speaker: Thomas A. Manion
Provost, Bryant College

Recorder: Robert E. Moseley
Dean, Continuing Education, Dutchess Community College

Dr. Manion spoke briefly regarding the fact that the problems on college campuses have been in formation for the past ten years but just came into focus during the past twelve months. Evening colleges have not been affected to any extent up to this time, but will be so affected in the future. We have been saved because of our attention to many of the items that have caused concern to students: effective teaching, more and better counseling, more liberal admissions, less attention to research, etc. However, we must face up to the present focus and must consider new and hopefully better forms of governance.

The present procedures that have been instituted have been interim and apparently will not prove to be effective in the long haul. The placement of faculty and students on Boards of Trustees and other such groups have been on the basis of appeasement to malcontents. We can no longer operate within the

traditional rigid-authoritative-dictorial manner but must involve other campus constitutents in the operation. However, we must build a structure that insures that those in positions of responsibility will assume such responsibility and understand its implications. We must be aware that everyone on campus is a part of the whole and each should have an opportunity for a voice in areas other than one's own if it seems appropriate that he be involved.

Dr. Manion suggested that we consider the following for greater convenience and to insure each campus group understands its own role and its relationship to other groups. The traditional campus groups are: academic affairs; student affairs; business affairs; and external affairs. These are so grouped essentially by function and the specific grouping is varied by institutions. Dr. Manion further suggested that the three methods of operation include the following: (1) Policy (what); (2) Procedure (how); (3) Personnel (who). He then also suggested that various groups can be helped to understand their respective roles in each of these methods by establishing whether they have: (1) authority (2) opinion (3) no voice.

This procedure or something comparable would help keep channels open to insure that every segment is a part of the whole and should have a voice in those areas deemed appropriate and necessary. We must bear in mind that everybody's business

is nobody's business and thus the reason for the above proposal. Top administration should decide what the roles are and then set up procedures for their workability. The big problem is to relate responsibility to role in the college community.

The discussion that followed this presentation hinged largely around a concern that evening colleges will lose their identity and become, in fact, part and parcel of the day college. This concern seemed to have as its basis that evening colleges will also fall prey to the fallacies and thus the problems of the day school which will then descend on evening college administrators. It was the consensus of opinion that we have been operating in a rather autonomous fashion in terms of educational leadership. We have maintained contact with and have tended to respond to the student and have operated generally in good faith but have not used more traditional teaching methods. It was suggested that any melding of day and evening make use of the better features of both and every consideration be made to avoid eliminating opportunities for the adult and/or part-time student. It was suggested also that accrediting agencies should be represented at our national conferences. Their failure to accept as legitimate methods and procedures as currently used by evening colleges continues to cause us concern and injures our status.

ADVERTISING AND PUBLIC RELATIONS

Chairman: James A. Woods, S.J.
Dean, Evening College
Boston College

Speaker: Celeste Garner
Director, Public Relations
University of Cincinnati

Recorder: Kenneth V. Henninger
Director of Evening Division
Illinois Institute of Technology

This seminar was held two times and drew between 25 and 35 persons for each session. Fr. James A. Woods led off the meeting with a discussion of the attitudes toward publicity that must be avoided. On one hand, we may be tempted to ignore our own student population and merely follow slavishly in the dull "bulletin" pattern of our parent institutions. Evening College bulletins speak to a different audience. They may need a different face to appeal to adults.

The danger on the other extreme lies in being so overcome with naive admiration of glib "mass communicators" as to apply uncritically commercial tactics and language that do not properly represent our own educational purposes. This approach is just as slavish and imitative -- imitative of a presumed Madison Avenue canon.

Both extremes ignore the real challenge of the job. When businesses go bankrupt, they frequently do so because they failed to study their market. Schools and universities are not exempt from this law. They too will ignore their students' needs and expressed educational goals at their own peril. Constructive programming and effective promition are only possible after a wise evaluation of the audience which we are trying to reach and teach.

We all consider our catalogues to be indispensable and the good will of our students to be the best means of expansion. But we seldom take full advantage of these two media as promotional avenues. In fact, few evening college catalogues seem to be published as promotion pieces.

How much money do colleges spend on promotion of adult education? Where do they spend the money? With what success do their efforts meet? In order to obtain this factual information, a questionnaire was designed and sent to all institutional members of AUEC. Fr. Woods remarks were based on the 139 responses received. 78% of the institutions contacted responded; only 36 did not answer.

nrollments	Number Responses Used	A Median Cost Per Student exclusive of cataloques	B Median Cost Per Student Inc. Cataloques	Range of B
30-550	13	$8.33	$9.09	.75 - 36.90
555-999	16	1.39	2.90	.37 - 15.42
1000-1999	24	2.57	4.43	.19 - 26.07
2000-2999	11	1.54	2.78	.80 - 7.86
3000-3999	13	1.74	3.21	.63 - 10.09
4000-5999	15	1.19	2.20	.36 - 10.00
6000-7999	6	1.22	1.92	.60 - 3.67
8000-10,999	4	.42	2.10	.05 - 2.17
11,000-22,700	3	.28	1.70	1.60 - 2.40

These statistics indicate the amount of money spent promoting part-time education. A glance at the table shows that colleges with student enrollments of 550 or less invest a disproportionate amount of money in publicity and catalogues, when compared to the expenditures of larger institutions. Enrollment and expenditure factors seem related to type of area and educational competition. For example, some publicity costs are very low and because no other university exists in the area. In a metropolitan area much advertising may be required merely to make the

presence of a university known.

Responses to the questionnaire indicate Sunday newspaper advertisements outdistance every other method of media advertising. While most schools feel Sunday newspaper advertisements successful, some colleges maintain they must advertise on Sundays because their competition does and for continued good relations with the local news media. Newspaper advertisements are usually run two weeks before registration.

Fr. Woods emphasized how necessary it is for the staff answering inquiries to be familiar with courses and registration information. Each person who answers the telephone represents the college, and the manner in which a telephone call is handled often determines whether the caller will register for a course or not. Courteous treatment and a ready fund of information can do much to promote good will and assure a successful registration.

Television and radio spot announcements have been used by several colleges; many schools are not charged for this service and so have not evaluated its usefulness. Most schools which have, found its results to be disappointing

One school which received free radio and television time said that "it was not worthwhile even at the price." However, some schools recommend radio spot announcements during the morning and evening "driving time".

Outdoor billboards and transit signs have been used by a few colleges with limited success. The key lies in being able to express your message briefly, yet effectively.

A breakdown of the reported seven hundred thousand dollar advertising budgets indicated that approximately 50% of the budget is spent on Sunday newspapers, 35% on daily newspapers, 5% on weeklies, and 1% on television, outdoor and transit ads. Constant review is required to keep these media on target.

In 1968, one college decided to use nothing but newspaper publicity. They printed no catalogue, sent out no special direct mail advertising, used no radio spot announcements. The only advertising was a sixteen page tabloid insert in the Sunday and daily newspapers. It was a disaster! People telephoned three weeks after classes began and asked when the fall catalogue would be mailed. Enrollment fell off markedly. This experience

taught the college that a comprehensive advertising program including catalogues, direct mailings, newspaper and radio ads, is indispensible.

A catalogue may perform many functions. It may provide more than a valuable service. It may be the most important promotional medium of a college. One school dropped 700 students, one quarter of their enrollment, when their catalogues were mailed late.

Some schools purchase mailing lists or employ agencies for the mailings; others use the yellow pages in the telephone book.

Some colleges also use mailing lists from various academic areas of the University. Others build their lists from membership lists of the Chamber of Commerce and professional societies, from news announcements in the press, from requests by individuals or business firms and from workshop and institute enrollees.

One can make closer contact with a major source of potential students by sending letters and posters to companies, plants, retailing establishments, libraries, government agencies and Departments of Education. Newsletters and Evening Student Newspapers are also

useful in keeping in contact with present and potential students and for providing updated information.

In all these promotional efforts many evening college deans are their own advertising agencies. Others employ an agency to prepare copy, art-work and layout for advertisements; once the agency produces the ad, the Dean's Office ties the annual production pieces into that theme.

Public Relation offices generally are not under the jurisdiction of the Evening College. It is rare indeed to hear a Public Relations office praised for being generous in its time and effort on behalf of the part-time division of the college. Some Public Relation offices have a part-time employee who works exclusively for the Evening College or one man in the Public Relations office is assigned to the Evening College on a part-time basis, or the Evening College controls part of the Public Relations budget which assures the publication of articles.

While advertising and public relations are essential to the success of the Evening College programs, continual review and research--awareness of the market and of student needs--are required to stay on target.

Celeste Garner then made her presentation of the problem as seen through the eye of the Public Relations Director and following are some of the highlights of an interesting presentation. She said that -

Your college's contact with the public must be planned as calculatingly as Revlon's or General Motors', remembering, tho, that compared to their budgets, your budget is a mote--and that mote you have to get into a lot of eyes. You have to make every contact count; that's bulletins, supplements, newspaper ads, radio, television, flyers, college newspapers, telephone contacts, faculty letters, announcements--anything within or without your organization. A "package deal" is a workable machine--the total effort is integrated and coordinated for the promotion of one thing--your college.

An Evening College staff member who is not an expert in the Communicative arts, consumer behavior, public relations, adult education and all aspects of advertising, and who has other assigned duties as well, cannot plan and execute a productive communication campaign for your school.

Your competition is this: As long ago as 1965, the average adult was exposed to 560 advertisements in a 16 hour period. Out of that total, 12 ads made an impression. Only 9 ads made a positive impression. Against such competition, and if you have decided that your organization should try a new approach, the logical answer to getting the most for your budget is to go to the experts--go to the people who are experts in this communication field.

But before any such move can be made, there is one big given that must stand tall and clear. There must be a boss who approves, who is enthusiastic about the idea and who will back it all the way.

The second given is to declare that once you find your help you will trust them and be guided by their recommendations.

You must choose your agency as carefully as you would choose a new car or a spouse. You and your agency must know your market before you can communicate with them. Together you must decide within your budget if you must plot a shotgun strategy or if you can afford a segmented campaign. You must know the predominant age bracket of

your potential students; for instance, is your evening program still drawing heavily from the older 27-40 bracket or are you being infiltrated by the harbingers of the 50's baby boom. Why are these people coming, and why should they want to come?

If you have never compiled this information, it is easy enough to do--during an in-person registration you have your random samples coming to you. Just get out and ask them questions. People love to give their opinions. You'll find out a lot of things you didn't know. You'll be shocked and you'll be delighted.

Now! Should you be lucky to find an ad agency which practices the new business philosophy whereby the obligation to society is as important as the profit motives, the advantages are multiple. They will help you tighten up your scheduling, permitting one channel to reinforce another.

An agency can help you evaluate bulk mailings to homes and poster mailings to industry. Additionally, the relentless responsibility of follow-up winter and spring campaigns is removed. The "Package deal" plans

the whole campaign at once.

The agency is your projector to show that you are attuned to your role in today's change. The moment of your communication will disavow the ivory tower syndrome. That halo of unapproachability will be displaced by public and student realization that educators and administrators are alive and breathing and warm to the touch!

Mrs. Gardner then showed slides which gave illustrations of the old type advertising showing multiple listings and bringing it up by 5 year periods to the present new advertising used at the University of Cincinnati. This proved very interesting and brought on several favorable comments.

Mr. Henninger then told of IIT's new venture into full page ads in Time and Readers Digest magazines. This brought discussion as to cost of the ads, total advertising budget, etc. He also mentioned the letter sent out over the President of the university's signature listing persons from each of the companies attending the IIT Evening Division and telling them that we were happy to be able to help in the training of their employees.

This has drawn some nice comments from the executives of the various companies in the area.

A lively discussion period followed and Frank Neuffer, Don Woods, Carl Elliott, Ken Burnam and several others contributed to a well presented and timely topic for Evening Deans and Directors.

THE C.L.E.P. PROGRAM

Chairman: Allan H. McClaine
Dean of Extension
University of Rhode Island

Speaker: Ernest Kimmel
Council on College Level Examination
Associate Program Director of C.L.E.P.

Recorder: Henry A. Shields, Jr.
Director of Admissions, Evening Session
Saint Peter's College

Dr. McClaine:

Among the many problems facing higher adult education, there is the specific difficulty involved in the evaluation of mature adults who apply for admissions to college. These individuals do not always fit comfortably into the assumptions of admissions requirements which colleges usually presume in their applicants. The ordinary pattern of American education proceeds from primary and elementary grades through secondary education to college, and frequently to graduate study. Mature adults are exemptions to these educational tracks.

In the case of an applicant who has been away from formal schooling for some years and who has achieved specialized skills and knowledge through informal education, past educational achievements as described on transcripts hold too little meaning of significance. To aid in the evaluation of these mature adults, the Educational

Testing Service has developed the College Level Examination Plan.

Ernest Kimmel:

The College Level Examination Program seeks to provide higher education with an alternative to traditonal evaluative methods in determining the proficiency of mature adults with demonstrated achievements. Among these adults with non-traditional educational backgrounds may be veterans who have utilized service time to pursue educational opportunities. Other applicants are numbers of middle echelon clerks with business and industrial experience who desire to improve their professional status through college programs. Housewives and other women frequently return to college after lapses in the chronological course of their college studies and may use these examinations to establish the validity of their previous achievements. Often the examinations are a welcome alternative in fulfilling special course requirements when a university is understaffed and overburdened with students. Several colleges in Texas currently offer the examination in American Government as an alternative to that course.

C.L.E.P. is based on three assumptions:

1. that people learn in many ways in addition to classroom learning.

2. that such informal learning can be measured as well as traditional classroom learning.

3. that colleges should recognize the achievement of informal learning and award credits for achievement proven through examination.

The C.L.E.P. examinations involve a program which is still evolving but which already includes participation by approximately five hundred institutions of higher learning. Government and industry are also utilizing C.L.E.P. to certify equivalent achievement in licensing and accrediting of employees. Examples of this use of C.L.E.P. are C.P.A. requirements in California, the bar examination in Georgia, and the certificate for librarians in Indiana.

Indeed, since its inception in October 1967, the test centers growth is between 40-50% per year. From only four students who took the first scheduled test, the program has grown to the 480 applicants tested in October, 1970.

C.L.E.P. involves two types of tests:

1. A battery of five tests covering broad general

areas which are commonly requirements in most undergraduate degree programs.

2. Subject examinations is 26 subjects involving more specific knowledge of particular subjects as Western Civilization, Accounting, Statistics, Educational Psychology and others. Several additional examinations are under development. These include Fortran, Black History, Introductory Law Enforcement.

The tests are all of miltiple choice type with an essay as an additional option. The general examinations are 75 minutes each except for English which is sixty minutes. Subject examinations are ninety minutes long.

Access to the examinations is possible for students already enrolled in university studies. In this case, the institution may obtain the results of examinations it administers and take appropriate action based upon the results.

Non-students may enroll for the examinations at any of the sixty test centers throughout the United States where the tests are offered monthly.

The individual examinee has complete control over his own scores. He may request results of the examination only for himself, or may have them sent to another for example, and educational counsellor. He may request that the results

go to colleges to which he will apply or he may forego this until he evaluates his scores himself. Examination results are kept on file and may be reported to colleges at a later date as requested.

C.L.E.P. is admittedly not a perfect testing instrument. Since the examination have to be constructed on a true national scale, they must cover the elements commonly recognized as basics in a subject. The examinations cannot, therefore, be on the research fringe of a subject, far in advance of normal instruction; nor can the examinations remain far behind evolving theories and skills in the several subjects.

In the construction of tests, C.L.E.P. selects highly respected, recognized experts in the field to be tested. These authorities attempt to define, in consultation with others, the ideal course with the accepted qualitative elements necessary to the subject. Next a committee of examiners of random geographical representation, composes specifications governing the proportionate make-up of the test. They also compose potential questions and request other faculty to suggest sample questions for the test.

By degrees, the questions are assembled, criticized,

evaluated, and the test is built. Finally, in order to establish a basis of comparison, colleges and universities are asked to administer the test to student who have studied a course in the subject. Ideally, this examination occurs in late Spring of sophomore year for battery tests or at the end of subject examination courses.

In order to reach greater masses of mature adults with non-traditional education, C.L.E.P. has developed public service announcements for mass advertising media which it will release to radio, television and newspapers.

Descriptive brochureces of the C.L.E.P. examinations are available from regional offices Colleges may also obtain supplies of individual student applications and explanatory brochures.

At this time, there is not sufficient feedback from institutions of higher learning to draw conclusions about the subsequent treatment of examinees by the colleges and the subsequent collegiate achievement of the examinees.

ADULT EDUCATION FOR WOMEN

Chairman: Rosemary Hurkamp
Director of Adult Day Programs
Northwestern University

Resource: Elizabeth Roper
Co-ordinator for Continuing Education for Women
University of Connecticut
Carmita Murphy
Assistant Director, Continuing Education
University of New Hampshire
David Campbell
Assistant Dean, Metropolitan College
Boston University

Recorder: Michael Spicer
Assistant Dean, Center for Continuing Education
Drake University

There were two sessions on this subject, attended by 36 persons at one and 12 at the other, in addition to the members of the panel. In essence, the sessions resulted in the conclusion that there definitely is a need for special programs in continuing education for women. It was felt that these programs should emphasize the solutions for problems of women in re-entering the world of work or for those returning to education programs. These special programs should fill the gap occasioned by the interruption many of them otherwise must face when one leaves the university or a job to raise a family.

Such programs should also prepare them for the once again trying period when they re-enter their jobs or continue their educational pursuits.

Secondly, it was felt that there was a greater demand for the programs if credit is given. Thirdly, it was the concensus of the panel that the programs should not be constricted to women only.

The single real advantage in referring to these programs as continuing education for women is the ability to utilize program budgeting to serve increased demands on university resources.

INNOVATIVE GRADUATE PROGRAMS

Chairman: Dr. Edward J. Durnall
Director of the Division of Continuing Education,
University of New Hampshire

Panelists: Harold W. Medley
Assistant Dean, University College and Summer
Session, University of Southern California

Hubert S. Gibbs
Dean, Metropolitan College, Boston University

Howell W. McGee
Dean, College of Continuing Education Division,
University of Oklahoma

Recorder: William A. Oliver
Asst. Center Director, Continuing Education
Division, University of Maine, Orono, Maine

The meeting opened with a few remarks from Dr. Edward J. Durnall of the University of New Hampshire, who was chairman. He set the tone and gave the ground rules for the panelists to follow as to what areas he hoped would be covered and time limits.

First to speak was Dean Harold W. Medley from University of Southern California. He reviewed the theory underlying the granting of Master of Liberal Arts Degrees. Program is especially designed for adults, a program of personal enrichment through liberal studies, special seminars, admissions based on baccalaureate degree, personal interview, 28 units of work required and creative project. No foreign language

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required, degree can be earned on a part-time basis in three years, class limited to 15 persons in seminars. Terminal Degree.

The second speaker was Dean Hubert S. Gibbs of Boston College. They also offer a Master of Liberal Studies. This degree is designed for professionals or highly skilled adults who have been limited to career-level training, i.e. doctors, engineers, etc. Program contains 12 courses including 3 pro-seminars and a financial seminar. Admissions - B average as undergraduate or hold graduate degree, personal interview, program must be completed in five years. They avoid the young student. Program has been in effect three or four years. Ninety students, very good reports on program. Dean Gibler also mentioned their Master of Urban Affairs program briefly.

The final speaker was Dean Howell W. McGee, University of Oklahoma. He mentioned three of their programs. 1. Master of Liberal Studies; 2. Master of Arts in Economics; and 3. Master of Arts in Public Administration. Their program, especially in Liberal Studies, is based on the theory that people learn by living, knowledge is integrated, and you don't always learn by subject matter. Programs for adults need to be flexible and true learning must take place, not merely busy work. Take the adult where he is and go from there.

They stress independent study, the adult can read more on his own instead of going to classes. Their criterion was: "Could a person do this course in the Middle of the Desert." Their advanced programs are operated globally with offices in many areas. Dean McGee also mentioned how these programs were started by a committee of "Top Scholars" (visiting professors) working away from the campus atmosphere. Offerings are made all the way from the Master of Economics and Master of Public Administration level to the PhD level. It was then mentioned that future needs for a Master in Engineering and Business Administration was evident. When Business Administration was mentioned the group got into quite a serious discussion of problems with accrediting agencies, especially with the American Association of Collegiate Schools of Business.

ANDROGOGY AND THE NEW PROFESSIONALISM

Chairman: Hubert S. Gibbs
Dean, Metropolitan College, Boston University

Speaker: Malcolm S. Knowles
Professor of Education, Boston University

Recorder: Melvyn D. Pell
Director of Graduate Admissions, Babson College

I. Evolutionary process in 'new professionalism' in adult education.

A. Early times - principle of early evening schools started 1830 (really originally designed for high school types).

B. In 1920s, real start occurred in Public School System and University type extensions.

1. The original "Directors" of Extension Programs later achieved "Dean" status with the advent of new professionalism.

C. Changes - last two decades - different conceptualizations for adult learning processes.

1. Great earlier emphasis in Yugoslavia, Germany, Holland.

2. Now developing comprehensive theory re: adults specifically - human beings generally.

D. Four main assumptions between Androgogy and Pedogogy.

1. Difference in self concept.

(a) movement toward self direction from a dependency. (as when younger).

(b) Adulthood - arrival of an individual at a self-concept-self-directed.

(c) Deep need to be seen by others.

2. Experience of the learner - accumulated useful experience as an adult.

3. Readiness to learn - biological maturation, geared toward things they need to know or do to perform functions adequately.

4. Orientation of learning - in Androgogy - immediacy of application is the big factor (problem centered), as opposed to strictly subject centered.

E. Evening College climate evolves differently.

1. Respect for individual; as partner in learning enterprise, psychological security, <u>sense of unique identity</u>.

F. Now enters a Behavioral Force from "Helping Professions".

1. Organizing activities for individuals.

2. Relevance of identifying elements of the organization in which the adult student functions.

3. Best organized ones relate specifically to students' relevant needs, e.g. as "his" social system that must be involved.

(a) a mechanism must be used where adult students are involved in the planning.

4. Data collection - re: what needs and interests must be served in the adult program.

(a) research directly from the students themselves; (diagnostic process) - necessary.

(b) knows about and how to use these "relevant" tools and techniques.

5. Organization of program for learning activities.

(a) totally different in approach for adults.

(b) approach needed for work with a total environment and not just a collection of elements of environments.

(c) know needs of "social systems" where adults are "part of" - relating to personal growth and development of faculty and service to the studying adult public.

(d) "light" on lecturing in the classic sense, but "heavy" in the discussion leading area.

(1) in service teacher-training especially using new motivational techniques.

6. In last thirty years programs of graduate adult education have been offered.

(a) partly increased due to demands by the "market place".

(b) withall, jobs have increased considerably in Adult Education specifically.

(c) newly "realized" knowledge of community and organizational dynamics and psychology of adulthood.

7. Eventually Androgogy will come more and more to supplant pedagogy.

(a) a lesser future need will depend less on remedial work (as for adults) and will evolve more towards self-directed newly found enlightenment (more developmental).

(b) the fact of dependency - leading more toward a self-directing mind set.

COLLEGE TRAINING FOR POLICE OFFICERS

Chairman: Ralph C. Dean
Director Evening Division, Bryant College

Speaker: William E. Caldwell
Director Office of Academic Assistance, Law Enforcement Assistance Administration, U. S. Department of Justice

Recorder: Carl A. Kredatus
Assistant Director Continuing Education, Trenton State College, Trenton, New Jersey

The purpose of college training for police officers is to upgrade and improve the training of law enforcement officers. There are presently 600 programs in institutions in the United States today. Over 200 schools are now offering a bachelors degree and over 40 are offering masters and doctorate degree programs. The United States Government plans to allocate twenty-one million for police programs during 1971. The Omnibus Crime Control Bill was passed in June, 1968 for those who wanted careers in Criminal Justice. Thirty-five states now have minimum standards for training. In twenty of these states the training is mandatory. Over 38,000 were in the program in 1969-70.

The problems of forming curriculum, acquiring competent faculty and admissions requirements were discussed.

DEVELOPING TIES WITH INDUSTRY

Chairman: Israel Katz
Dean, Center for Continuing Education, Northeastern University

Panelists: James E. Holte
Director, Continuing Education in Engineering and Science, University of Minnesota

Monroe W. Kriegel
Director of Engineering and Industrial Extension, College of Engineering, Oklahoma State University

James C. Cherna
Associate Director of Continuing Education, McGill University

Recorder: Kermit K. Johnson
Dean, Specialized Education, Manatee Junior College
Bradenton, Florida

Dr. James E. Holte presented in essence his paper "Developing Ties with Industry".

This was followed by Dr. Monroe W. Kriegel, Professor and Director of Engineering and Industrial Extension, Oklahoma State University, Stillwater, Oklahoma, who presented his paper "Developing Ties with Industry".

Dr. John C. Cherna, Associate Director of Continuing Education, McGill University, then briefly told how essential it is to develop the right ties with industry. The program began thirty years ago at McGill on a hit or miss basis mainly as refresher courses. Fifteen years ago McGill started a small diploma program in mechanical engineering, electrical and civil.

Beginning in 1968, they offered courses at three different levels:

1. Graduate Level (technical)
2. Courses for graduates of 5 to 8 years (catch-up courses)
3. Diploma Program (limited thus far)

One problem is language. Many new immigrants take courses to become familiar with their technical language in English; one-fourth of the students are of French background, but one-third of the students are neither of French or English background. Other institutions in the Montreal area have begun offering similar programs; hence, the McGill program has remained small and of high quality.

A short question and answer period followed.

EDUCATIONAL NEEDS OF NURSING HOMES

Chairman: Florence E. Logan
Education Committee Chairman, Massachusetts Federation of Nursing Homes, Inc.

Panelists: Rita M. Welch
Secretary, American Nursing Homes Association

Edward Brody
Regional Vice President, American Nursing Homes Association

Recorder: Joseph Brown
Director, Nursing Homes Administration Institute, University of Rhode Island

What are the educational needs of the Nursing Home Administrators today? First, the nursing home associations need to change the public image of nursing homes in the eyes of the general public. Today, nursing homes have a very negative image. This feeling has recently been strengthened by the reports of Congressman Prior concerning his personal investigations of nursing homes in the Washington, D. C. area.

Unfortunately, a few sub-standard, poorly administered, poorly staffed homes have created very negative headlines in the newspapers and magazines. We all know that there are many more nursing homes that are well constructed, well staffed with excellent administration, and where the care of the patient really comes first, but this positive image must be put across to the general public! The number one problem is the shortage of adequately

trained nursing home personnel.

The impetus for continuing education for nursing home administrators came from Senator Kennedy's bill for the licensure of the administrators (Title XIX of the Social Security Act of January 2, 1968). The apparent intent of the law was to upgrade the administrators and to improve the quality of care.

The number of nursing homes in the United States doubled from 1966 to 1969. There are approximately 24,000 licensed homes in the United States. Ninety per cent of these facilities are privately owned and operated. However, voluntary homes do not differ in their needs from the privately owned facilities. Approximately one-fifth of all nursing homes, about 4800, are certified to provide extended care (title XVIII), another 7000 nursing homes provide "skilled care" (title XIX). Approximately 4500 of the 7000 skilled care homes also qualify as providers of extended care for purposes of Medicare.

The continuing education of personnel who staff these nursing home facilities has been somewhat neglected although the growth in the field in terms of homes and numbers of people, has been phenomenal. There are,

however, a number of factors which have contributed to the lack of provision of educational advancement, especially of supportive personnel. First, for an organization to mount any full-pledged educational program for all the supportive personnel within a nursing home would require that that organization deal with the total range of professionals in the health care field - nurse, dietitian, therapist, social worker, etc.

As it concerns general administration, as many as seven levels of training and education may be involved in the attempt to reach a whole. They may range from the specific "how to" session, to the recognition of the varying styles of management, as well as three or four levels of advanced management techniques.

Finally, in addition to the lack of coordinated material for the full range of professions represented within the facility, and in addition to the lack of materials for those individuals who require instructional materials of a more simple nature, there has been a substantial dearth of materials dealing specifically with the care of the geriatric patient.

The Education Office of the American Nursing Home Association will be mounting a major offensive, making a major effort to cooperate with the colleges and universities in the creation and implementation of programs specifically designed for their members employed in nursing homes.

PROBLEM SWAP SHOP

Presiding: Clinton M. Bowen
Dean, Evening College
American International College

Recorder: Leonard T. Grant
Dean
Indiana Central College

This workshop met from 3:50-5:00 on Wednesday, November 11, with twenty-six participants in attendance.

Seven specific problems were presented. They covered three general areas: (1) Curriculum, (2) Communication, and (3) faculty and administration.

Curriculum

The three problems under this area dealt with how to plan what to offer and when, and how to determine how much transfer credit to award.

Suggested answers to "what and when" were diverse:

1. use a questionnaire to determine student interest;
2. publish annual listings of courses;
3. annually stagger nights and hours;
4. vary offerings on one night and two night options; and
5. combine day and evening courses for more frequent offering.

The question of transfer credit was the last to be treated. General opinion suggested it was an area that A.U.E.C. ought to examine in depth and perhaps even make a future pronouncement on.

Communication

Two problems related to faculty and student communication were raised. One concerned the question of disseminating information related to closing school because of snow. Most participants answered that they do not close school. When necessary, however, they use a system such as:

1. announcing at a stated hour by radio and television;

2. informing snow captains of the decision to close, and relying upon them to inform the other students; and

3. informing faculty by phone of the decision to close.

Gail Nellcamp of the University of Cincinnati shared their method of communicating academic counseling with students. Each student has - permanent record card in his folder that is regularly up-dated. When he requests information on his current status, it is merely xeroxed and a copy given to him. This saves preparing check sheets and carbons, etc.

Faculty and Administration

One questioner raised the issue of whether or not it was recommended that full-time day faculty be required as part of their load to teach in the evening. Answers varied. Some said definitely not. Others felt that a mixture of evening faculty was to be achieved. Reference was made to a paper presented by Ray Witte several years ago. He recommended 1/3 full-time faculty on regular load, 1/3 full-time faculty on over-load and 1/3 part-time faculty.

One participant asked whether or not there was an organization comparable to A.A.U.P. for college administrators. The answer is, yes. It is just in its formative stages, but would serve college administrators as A.A.U.P. serves college faculty.

Respectfully submitted,

Leonard T. Grant

PART IV

ASSOCIATION BUSINESS

BUSINESS SESSION

November 9, 1970

CALL TO ORDER

President Thompson called the Business Session to order at 9:30 A.M., November 9, 1970. Rev. Edward C. Pappert, C.S.B. gave the Invocation.

TRIBUTE TO DECEASED MEMBERS

At the suggestion of President Thompson, the entire audience stood for a few moments in silent tribute to the memory of our beloved members in the evening college movement who passed away during the current year:

Dr. John C. DeLaurenti, Director, Evening Division & Extended Services at Elmhurst College.

Mr. Gustav S. Rook, Dean, Lincoln College, Northeastern University.

MINUTES

The minutes of December 8 and 10, 1969 were approved as published in the PROCEEDINGS.

MEMBERSHIP

At the request of the President, the Executive Secretary announced the following members admitted to AUEC since December, 1969:

Institutional

University of Georgia at Athens, Louis E. Phillips
Bentley College, Wm. A. Lindsay
Southern Connecticut State College, George O. Cole
State University College at Brockport, Richard D. Elton

ASSOCIATE

John S. Bailey, Nasson College
James Arnold, University of Tennessee
Roy J. Barry, Drexel University
Andrew E. Thomas, Washington University
Donald R. Brutvan, State University of N.Y. at Buffalo

The above members were admitted in March, 1970.

Joseph B. Castronovo
Henry E. Holmquist, The American University
Martin L. Kaplan, Queens College
William F. Lanier, George Washington University (reinstated)
Jean R. Steinberg, St. Joseph's College
Hamilton Stillwell, Rutgers University
Thomas D. Vaias, Temple University, Technical Institute
Joseph M. Wirtz, Pennsylvania State University
Raymond P. Witte, St. Mary's Dominican College

PERSONAL

Olie S. Bandy, DeKalb College
Mrs. Ames Kilmon, Hyattsville, Maryland
Mrs. John A. Tasker, Arlington, Virginia

The above members were admitted in March, 1970.

Samuel L. Albert, Quinsigamond Community College
Arthur J. Brissette, Sacred Heart University
James E. Farrell, Tennessee State University
Barbara Ann Foos, Nazareth College of Rochester
Edward L. Krehbiel, Grossmont College
Sister Mary Rose Krupp, Mary Manse College
Robert R. Musselwhite, Pensacola Junior College
Patrick O'Donnell, St. Mary's Dominican College
William R. Parker, Housatonic Community College
Joseph T. Rogers, Peirce Junior College
Michael D. Schwartz, Clinton Community College
Leonidas Watson, St. Philip's College
Herman E. Westerberg, Community College of Baltimore
John M. White, Upsala College

Resignations were received from the following Institutional Members:

Case Western Reserve University
Columbia University

Resignations were received from the following Associate Members:

William F. Lanier, The American University (March)
Roger A. Bell, University of Toledo
Howard W. Benfield, Drexel University
John H. Borgard, Loyola University, Chicago
Frederick L. Canavan, Fordham University
Clarence H. Stephans, Newark College of Engineering

Resignations were received from the following Personal Members:

Peter K. Mills, Community College of Delaware County (March)
Lawrence A. Allen, University of Kentucky
John H. Anthony, College of DuPage
C. Ralph Arthur, Ferrum Junior College
Thomas J. Calabrese, Sacred Heart University
George O. Cole, Southern Connecticut State College (now Inst. Representative)
Marion H. Dean, Portsmouth, Virginia
Anne Freidus, Glen Head, New York
Marvin Gould, Iowa State University
David H. Holt, High Point College
Roy J. Ingham, Florida State University
Andrew G. Jaros, New Rochelle, New York
William A. Lyons, New York State Education Department
C. Alfred Perkins, Upsala College
Stephen Poliacik, State of New Jersey, Dept. of Higher Education
George E. Reves, The Citadel
Joseph S. Treu, Peirce Junior College
George D. Wiepert, Brooklyn College

MEMBERSHIP CERTIFICATES

Membership Certificates were presented to new Institutional Members by President Thompson.

REPORT OF THE TREASURER

The treasurer presented the financial report which appears as Appendix A to the minutes.

CONSTITUTIONAL AMENDMENTS

Ray Witte spoke on behalf of the Advisory Committee on the rationale of the proposed constitutional changes. The following proposed constitutional amendments were then submitted to the membership:

1. Everywhere the words "Executive Committee" appear in the Constitution and By-Laws be changed to "Board of Directors". It was moved and seconded that this amendment be approved. Motion passed.

2. Article III, Section 5: The following shall be added: "Past Presidents of the Association shall be granted Honorary Membership upon their retirement from their parent institution or upon relinquishing or changing their position in the evening division to some other field of work". The motion was made and seconded that this be adopted. Motion carried.

3. Article III, Section 4 shall become Section 5. A new Section 4 shall be added to read, "There shall be elected an Executive Secretary-Elect who shall be named one year prior to the termination of the Executive Secretary. He shall serve as a non-voting member of the Board of Directors". It was moved and seconded that this amendment be adopted. Motion passed.

4. Article V, Section 3: The words "and a committee on audit" shall be deleted. The motion was made and seconded and passed that this amendment be accepted.

5. Article V, Section 5: A new Section 5 shall be added to read: "A committee on budget and finance shall be appointed by the Vice President to report at the annual meeting. The budget shall be subject to the approval of the membership". The motion was made and seconded that this amendment be approved. Motion carried.

6. Article V, Section 6: A new Section 6 shall be added to read: "The Board of Directors shall establish or abolish such standing committees as may be deemed necessary for effectively carrying out the objectives of the Association". The present Section 5 and 6 shall become Sections 7 and 8. The motion was made and seconded that this amendment be adopted. Motion passed.

BY-LAWS

1. Article III, Section 4: A new Section 4 shall be added to read: "The Executive Secretary-Elect shall perform such duties as may be assigned him by the Executive Secretary or the Board of Directors". Section 4 shall become Section 5; Section 5 shall become Section 6 and Section 6 shall become Section 7. It was moved and seconded that this change be adopted. Motion passed.

2. Article IV, Section 2: A new Section 2 shall be added to read: "To fulfill this function, the Board of Directors has the responsibility to see that those committees are appointed which it considers necessary to achieve the objectives of the Association". It was moved and seconded that this amendment be approved. Motion carried.

3. Article IV, Section 5: A new Section 5 shall be added to read: "An Executive Committee composed of the President, Vice President and Executive Secretary shall be empowered to act on behalf of the Board of Directors between meetings. Their actions shall be subject to confirmation at the

next meeting of the Board of Directors". The motion was made and seconded that this amendment be approved. Motion passed.

REGIONAL MEETINGS

It was announced that the luncheon for November 9 would be devoted to regional meetings and a report of regional activities.

UNITED STATES ASSOCIATION OF EVENING STUDENTS

President Thompson introduced James G. Yates, President of USAES. He talked on the Challenges of the 70's and pointed to the need for further consideration on college degrees and college credits. Mr. Yates said there was need to revise the curriculum and courses which tended to become outdated and there was need for more flexibility in terms of resident requirements. He noted that with the mobility of students there needed to exist better methods of transfering credits. Mr. Yates pledged the support of USAES in assisting AUEC in its legislative goals. The full text of Mr. Yates' talk is given as Appendix B to the minutes.

CAEO

President Thompson and Executive Secretary McGee reported briefly on the activities of the Coalition of Adult Education Organizations. President Thompson also announced that the Imperatives for Action were in the process of being further implemented by the Adult Education Action Council.

RESOLUTION COMMITTEE

It was announced that Gurth Abercrombie and Frank Neuffer would serve as a Resolutions Committee and that anyone desiring to submit a resolution to the Association should present these to either of the committee members.

MEETING SITES

The Executive Secretary announced the following meeting sites and dates:

1971 - Des Moines, Iowa, October 31 - November 4, Fort Des Moines Hotel
1972 - New York City, N.Y., October 29 - November 1, Hotel Commodore
1973 - Chicago, Illinois, dates not set
1976 - Philadelphia, Pa., November 7 - 11, Benjamin Franklin Hotel

He indicated that invitations had been extended by institutions in Miami, Florida and New Orleans, Louisiana for those cities and requested that if there were other invitations these be given to him prior to the Wednesday session.

The meeting was adjourned at 12:00 noon.

BUSINESS SESSION - November 11, 1970

The meeting was called to order by President Thompson at 11:00 A.M.

TRIBUTE

President Thompson requested the membership to stand in a moment of silent prayer and pay tribute to those who lost their life in the service of their country.

CAEO

President Thompson announced there would be a Joint Meeting of the governing boards of all associations belonging to the Coalition on February 25 and 26, 1971.

ERIC CENTER

Milton Stern reported that due to funding cuts, the Office

of Education had proposed that the ERIC Center for Adult Education be discontinued. He urged that AUEC go on record as favoring full funding for the ERIC Center at Syracuse. It was announced that the membership would have an opportunity to vote on this as one of the items in the Resolutions.

DEAN'S DESK

Father Richard T. Deters gave a brief report on the activities of the Dean's Desk. The full report appears as Appendix C to the minutes.

INTERNATIONAL EDUCATION

A brief oral report of the activities of the Committee on International Education was given by Ed Cooper. The report appears as Appendix D to the minutes.

JOINT COMMITTEE

Howell McGee said the Joint report would be issued in the near future. He also announced that the next Higher Education Joint Information Survey would include a section on higher adult education and that all AUEC members should be alert to furnish the information to their individual institutions. Dr. McGee noted that this inclusion was a milestone in the efforts of the Committee.

LEGISLATIVE COMMITTEE

Heinz Mackensen said the Legislative Committee had been quite active and urged the members to give careful attention to the Legislative report which appears as item E in the Appendix.

MEMBERSHIP PROMOTION

The Membership Promotion Committee was given by Al Varnado who cited examples of some of the material that was being used in membership promotion. The full report appears as Appendix F to the minutes.

MILITARY AFFAIRS

Don Woods reported that the committee had met for an organizational and planning meeting and that a full report would be developed for the following year.

PROCEEDINGS EDITOR

President Thompson introduced Thomas Wynn, Editor of the Proceedings, who requested that all reports be furnished him in order that the Proceedings might be issued on time.

REGIONS

Robert McDonald noted that the Regions had been quite active during the past year and that many of these were listed in the written report which appears as Appendix G to the minutes.

RESEARCH COMMITTEE

Eugene Upshaw announced that there would be a new study on Administrative Practices by the next committee. The written report of the Research Committee appears as item H in the Appendix.

SPECIAL PROGRAMS FOR WOMEN

Helen Crockett gave a brief report for the committee and called the membership's attention to the full written report which appears as Appendix I to the minutes.

STUDENT PERSONNEL COMMITTEE

Joy Whitener announced that Myron Spohrer, Chairman of the Committee, was unable to be present but that the committee had a written report which appears as item J in the Appendix.

URBAN EXTENSION COMMITTEE

The President reported that he had received a letter from William Tracey regreting he was unable to be present, but that a report would be prepared for inclusion in the Proceedings.

CONVENTION SITES

The Executive Secretary announced that invitations had been received from the following institutions to meet in these sites for 1974 and 1975:

Miami, Florida; New Orleans, Louisiana; and Salt Lake City, Utah.

In keeping with the tradition of the Association, a straw ballot was taken indicating the preference of the membership for these places. The straw ballot was as follows:

Miami - 32; New Orleans - 43; and Salt Lake City - 32

The Secretary announced that this would be referred to the Board of Directors who has the responsibility of selecting the meeting sites.

FINANCE

William Barton distributed the proposed budget for 1970-71 to the membership. It was moved and seconded that the proposed budget be approved. Motion carried. The budget appears as Appendix K to the minutes.

RESOLUTIONS COMMITTEE

Gurth Abercrombie presented the following resolutions:

1. Be it resolved that the Association formerly record its grief at the passing of two devoted members of the Association who departed this life during the past Association year. The Association holds in grateful memory Dr. John C. DeLaurenti of Elmhurst College and Dean Gustav Rook of Northeastern University. We shall remember with gratitude their participation with us in Adult Higher Education to which they devoted their competencies and concern. We ask that the Secretary of the Association convey officially to their families this resolution and to extend the condolences and sympathy of the membership in their great loss.

It was moved and seconded that this resolution be approved. Motion carried.

2. Be it resolved that the Association record and express its appreciation and gratitude to our host city of Montreal and its officials for their warm welcome to their fair city and their graciousness in hosting our visit to Expo on Monday evening November 9, 1970.

It was moved and seconded that this resolution be approved. Motion carried.

3. Be it resolved that the Association record its sincere thanks and admiration to our host Institutions, Sir George Williams University and Sir Thomas More Institute and especially Chairman McBride, his charming wife, their colleagues, associates and staff who, as the Local Arrangements Committee, have anticipated our every need and provided a setting which has facilitated and made effective our Annual Meeting. We shall long remember our meeting in Montreal.

It was moved and seconded that this resolution be approved. Motion carried.

4. Be it resolved that we pay our respects and appreciation to Clarence H. Thompson, who as President of the Association, has provided leadership in carrying out effectively the forward thrust of this Association and as a worthy successor to the outstanding leaders in Adult Higher Education who have served as President of the Association. In this commendation we would also include the Officers of the Committees which served under him.

It was moved and seconded that this resolution be approved. Motion carried.

5. Finally, but not least, to compliment and commend Chairman Frank Genovese of Babson Institute and his Program Committee for designing and conducting a program related to the needs of the Association and its membership.

It was moved and seconded that this resolution be approved. Motion carried.

6. Whereas this Association is committed to the role of Research in Adult Higher Education it notes with concern that federal funds for ERIC operations related to this field have been eliminated. Be it resolved that this Association record its strong objection to this action by the Department of Health, Education and Welfare and the Commissioner of Education in its allocation of funds and further that the Association direct the incoming President to record the position of the Association in this respect through every channel by which the action of the Association may be made manifest and specifically to ask restoration of funds for the ERIC program as a minimum next year to be at its present level.

It was moved and seconded that this resolution be approved. Motion carried.

NEW BUSINESS

William Huffman requested that the Association try and have an AUEC member named to the United States Urban Extension Advisory Committee. President Thompson announced that he would refer this item to Board of the Directors.

NOMINATING COMMITTEE

Russell Smith, on behalf of the Nominating Committee, presented the following slates of candidates for officers of the Association:

Vice-President - William T. Utley
Board of Directors for full terms - John B. Ervin and Carl E. Hiller
Board of Directors to fill the unexpired term of Edwin Banks - Robert E. Moseley

A motion was moved and seconded to approve the slate and instruct the Executive Secretary to cast a unanimous ballot for the nominees. Motion carried.

CONCLUDING REMARKS

President Thompson indicated that this had been a wonderful year to him. He expressed particular thanks to Ray Witte, Joe Goddard and Howell McGee for their thoughtful suggestions and personal contributions. He also thanked the Executive Committee for their fine support and helpful deliberations. He said that he was also indebted to Roger McCannon and Mike Spicer who had had to do much of the work at Drake University while he served as President. Dr. Thompson noted that he had tried to attend as many regional meetings as possible and was truly appreciative of the grass roots development in the regions.

President Thompson then passed the gavel to Joseph Goddard who indicated he was most pleased to have been named President and was certainly honored by the membership.

The membership gave a standing ovation of thanks to President Thompson.

The meeting was adjourned at 12:00 noon.

Respectfully submitted,

Howell W. McGee, Executive Secretary

PART V

THE IMMEDIATE FUTURE

OFFICERS AND COMMITTEES, 1970-71

EXECUTIVE COMMITTEE (Board of Directors) (Proposed)

President
Joseph P. Goddard - The University of Tennessee, Knoxville

Vice President
William T. Utley - University of Nebraska at Omaha

Executive Secretary-Treasurer
Howell W. McGee - University of Oklahoma

Executive Secretary-Treasurer, Elect
To Be Announced

Immediate Past President
Clarence H. Thompson - Drake University

Directors At Large
Carl H. Elliott - Purdue University
Melvin E. Fuller - Roanoke College
Sherman V.N. Kent - Rider College

Editor, Newsletter
Robert W. Shaw - Bradley University

COMMITTEES

Advisory
Clarence H. Thompson - Drake University, Chairman
Robert F. Berner - State University of New York at Buffalo
Alexander N. Charters - Syracuse University
Richard T. Deters - Xavier University
John P. Dyer - Delgado College
William C. Huffman - University of Louisville
Daniel R. Lang - Northwestern University
Richard A. Matre - Loyola University, Chicago
Ernest E. McMahon - Rutgers, The State University (Retired)
Richard A. Mumma - The Johns Hopkins University (Retired)
Frank R. Neuffer - The University of Cincinnati
Raymond P. Witte - St. Mary's Dominican College

Budget
Gail A. Nelcamp - University of Cincinnati, Chairman
Charles V. Blair - The University of Akron
Marvin E. Hartig - University of Evansville
Kermit K. Johnson - Manatee Junior College
Charles A. Odewahn - University of Louisville, Belknap Campus
Ralph L.W. Schmidt - Louisiana State University
Robert Selzman - John Carroll University
Howard A. Ward - University of Detroit

Dean's Desk
Richard T. Deters, Xavier University

Faculty Development
To Be Announced

International Relations
Edward F. Cooper - University of Maryland, Chairman
Richard D. Robbins - The Johns Hopkins University
Elzberry (Bud) Waters, Jr. - George Washington University

Joint AUEC-NUEA Committee On Data And Definitions
Howell W. McGee - University of Oklahoma

Junior Colleges
William R. Gordon - Seminole Junior College, Chairman

Legislative
Heinz F. Mackensen - Fairleigh Dickinson University, Chairman
Sol Jacobson - Brooklyn College, Honorary Chairman
Thomas Calabrese - Sacred Heart University
Thomas E. Chambers - Manhattan College
Carl E. Hiller - Queens College, CUNY
Charles J. Longacre - Newark State College
Robert E. Moseley - Dutchess Community College

Local Arrangements
Clarence H. Thompson - Drake University, Chairman
Members to be announced

Membership Approval
Executive Secretary, Chairman
Executive Committee (Board of Directors)

Membership Promotion
Alban F. Varnado - Louisiana State University, New Orleans, Chairman
N. Lee Dunham - Baylor University
Ralph L.W. Schmidt - Louisiana State University, Baton Rouge
Chairman of each Region

Military Affairs
Donald Z. Woods - University of Minnesota, Chairman
Roger H. Heylin - Ft. Riley, Kansas
James R. Quimper - University of Maryland
William T. Utley - University of Nebraska at Omaha

Nominating Committee
Robert F. Berner - University of New York at Buffalo, Chairman
Richard T. Deters - Xavier University
Paul E. Hadley - University of Southern California
Ernest E. McMahon - Rutgers University, The State University (Ret'd.)
Raymond P. Witte - St. Mary's Dominican College

Parliamentarian
Gurth I. Abercrombie - Pratt Institute

Proceedings Editor
John W. Mybeck - Purdue University, Calumet Campus

Program
Hy Lichtenstein - Hofstra University (Chairman)
Members to be announced

Public Relations (Public Information)
Charles P. Bruderle - Villanova University, Chairman
Dean B. Armold - PMC Colleges
Lawrence C. Barden - Philadelphia College of Textiles and Science
Frederick M. Burges - Villanova University
Stanley J. Gwiazda - Drexel Institute of Technology

Regions
Robert L. MacDonald - University of Pennsylvania, Chairman
Ernest E. McMahon - Rutgers University, The State University (Ret'd)
Charles C. Onion - Towson State College
(Mrs.) Constance M. Scott - Rider College

Research
William A. Hoppe - University of South Alabama, Chairman
Carl A. Lindsay - The Pennsylvania State University
John A. Mapp - Virginia Commonwealth University
James McAlpin - Memphis State University
Lewis C. Popham, III - Orange County Community College
Daniel F. Riva - Rollins College

Special Programs For Women
(Mrs.) Mary E. Miller, Chairman

Student Personnel (Student Relations)

Urban Extension (Urban Continuing Education)
William T. Tracy - Marquette University, Chairman
George J. Dillavou - Roosevelt University
Kenneth V. Henninger - Illinois Institute of Technology
Daniel R. Lang - Northwestern University
Curtis H. Moore - Rockford College
Thomas J. Wynn - De Paul University

Relationships With Other Associations
The function of this committee to be fulfilled by the regions.

PART VI

APPENDICES

APPENDIX A

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

FINANCIAL REPORT

1969-70

INCOME FOR 1969-70		
DUES		
MEMBERSHIPS		
Institutional	17,380.00	
Associate	1,795.00	
Contributing		
Personal	700.00	
Agency	70.00	
TOTAL DUES		19,945.00
MISCELLANEOUS REVENUE		
Proceedings Sales	119.00	
Newsletter Subscriptions	85.00	
Other Publications	196.48	
Mailing Labels Sales	14.00	
Galaxy Conference	1,348.86	
Annual Meeting	292.45	
TOTAL MISCELLANEOUS REVENUE		2,055.79
TOTAL OPERATING INCOME FOR 1969-70		22,000.79
INCOME FROM INTEREST		
Savings Account	257.45	
U.S. Treasury Notes (includes accrued unpaid interest)	1,086.79	
TOTAL INTEREST		1,344.24
INCREASE IN MEMBERSHIP APPLICATION REVOLVING FUND		
Excess of Collection Over Expenses		124.31
TOTAL INCOME FOR 1969-70		23,469.34

EXPENSES for 1969-70

	BUDGET	ACTUAL
PUBLICATIONS		
Newsletter (includes 4th issue payment)	2,000.00	1,739.44
Proceedings	1,200.00	889.74
Directory, brochures, etc.	1,000.00	706.30
Miscellaneous	100.00	-0-
TOTAL PUBLICATIONS	4,300.00	3,335.48
OFFICE EXPENSE		
Salaries	4,500.00	4,758.47
Equipment Rental	250.00	209.00
Printing & Duplicating	300.00	476.87
Communications-Telephone & Postage	300.00	350.54
Audit & Bond	100.00	100.00
Supplies	300.00	132.24
TOTAL OFFICE EXPENSE	5,750.00	6,027.12
TRAVEL		
General	2,500.00	2,657.62 *1
Midyear	2,500.00	2,038.26
Program	500.00	189.82
Committee	500.00	405.23
Miscellaneous	375.00	319.24
TOTAL TRAVEL	6,375.00	5,610.17
EXECUTIVE COMMITTEE		
Annual Meeting	250.00	239.78
Midyear Meeting	250.00	312.67
TOTAL EXECUTIVE COMMITTEE	500.00	552.45
ANNUAL MEETING		
Program	500.00	-0-
General	500.00	323.49
TOTAL ANNUAL MEETING	1,000.00	323.49
COMMITTEE		
General	250.00	16.45
Joint Report	500.00	403.44
TOTAL COMMITTEE	750.00	419.89
DUES - AMERICAN COUNCIL ON EDUCATION	375.00	375.00
HONORARIUM		
Executive Secretary	1,100.00	1,100.00
Editor, Newsletter (Includes 4th issue payment)	1,000.00	1,000.00
TOTAL HONORARIUM	2,100.00	2,100.00
CONTINGENCY	250.00	207.81
GRAND TOTALS	21,400.00	18,951.41

1 This is a net figure. An amount of $295.98 was received as a reimbursement for travel from Clarence Thompson.

APPENDIX B

ACCEPTANCE OF COLLEGE CREDITS

On behalf of the evening students, I would like to interject some thoughts on your theme "Challenges of the '70's". There exist several barriers for the evening student; I would like to take this opportunity to share one particular problem with you, a problem which is very important to college administrators, companies and evening students. Specifically, I am referring to college credits for a terminal degree. Today the needs and requirements for a college degree are in even greater demand by most employers. Colleges themselves believe and stress the necessity for a terminal degree. Clearly, most evening students realize both of the aforementioned points, that's why they are actively involved in getting a college education. Because of the number of years it takes the evening student to get a degree, there are several factors involved:

Student Factors

1) Subject matter - rapid changes in the working world make some of the subject matter outdated and of little or no value;

2) Family life - he's not getting any younger and possibly has family responsibilities;

3) Job - may require him to be away for periods of time - for months or even years, because of promotion or transfer.

Academic Factors

1) Certain residential requirements for course credits;

2) Different yardstick for measurement (semester or quarter);

3) Each school want to remain "status quo".

4) Schools have arbitrary and limiting restricting credits.

To further illustrate my point, the company I work for may expand a project to Texas. Perhaps I will be requested to assist in establishing this project. Now I have to make a great decision, within a limited time. Two questions come to my mind: Do I refuse to go to Texas and put my future in jeopardy, or do I drop out of school for two years after obtaining over 95 credits? This situation occurs quite frequently within industry. Sometimes this adds to the evening student's frustrations. Should I decide to take the Texas assignment it is gratifying that the college I attend would permit me to take courses for credit toward my degree at another college.

I ask you to consider students on a fair evaluation to take credits elsewhere and that colleges become more flexible in accepting credits toward terminal degrees. The student is under constant pressure as it is from raising a family, working and going to school. If a student, because of his job, has to be out of school for awhile, permit him to continue college and transfer his credits.

The student who must travel where his employer designates most likely will not obtain a terminal degree; the pressures from environment become too great a strain and he becomes a "drop out".

My point is that once an evening student has set a particular pace it is difficult to readjust once there is a break in the pattern, it is much easier to continue studying elsewhere than to have to take a leave of absence from school.

If we agree that a college education is necessary, then we should somewhat agree on the subject matter being the same. One college cannot differ substantially in teaching a subject. For instance, U.S. History taught in San Francisco, Houston or St. Louis should be the same as that same subject taught in Philaelphia, New York or Baltimore.

You should consider the problems concerned with residency requirements, not just from the colleges' viewpoint, but from the students' viewpoint. Recognize the mobility of evening students and with this as a basic premise try through this organization to set up a reasonably uniform procedure for evaluating advanced credit. Consider also the validity of work experience and offer qualified students the option of earning credits by examination in their area of specialization.

Your program for tomorrow indicates that you intend to discuss the CLEP program. A program of this type at member institutions may help to resolve many student frustrations in the area of advance credit.

The United States Association of Evening Students and Association of University Evening Colleges have the same objectives - to advance evening education.

During the recent years there has been a decrease in federal aid for scholarships and development grants. In 1968, the USAES petitioned Congress for passage of a Senate Bill S-835 which dealt with a tax credit for education expenses. We were unsuccessful due partly to a lack of support from our member colleges' administration. But, we were heard in Washington as to our needs for passage of the bill. The more support you have the <u>louder</u> you can be heard.

Employer's tuition plans and VA benefits have really kept the evening colleges functioning. This aid increases every year. Any type of financial aid, whether it is tax relief or expansion grants which can improve the quality of evening education necessitate the support of the administration and the evening students. The education system that presently exists in most schools does not allow for this plan; therefore, there have to be some changes.

As I said earlier, AUEC and USAES have the same objectives, so we should team up on mutual problems. Where the needs of the students can be met through USAES and the needs of administration through AUEC, we should coordinate our efforts. On behalf of the members of USAES, I offer you that assistance.

James G. Yates

APPENDIX C

THE DEAN'S DESK

The DEAN'S DESK is an occasional paper written for members of AUEC, usually but not always by a dean in that association, and not necessarily by a member of that association.

Some years ago certain members of AUEC felt that evening and extension deans had something worthwhile to say to their fellow deans, but not of such import as to merit a scholarly article -- something a dean of many years of experience might have to say to younger deans to save them many a day and night of heartache over problems which are really old, and for which solutions were discovered long ago, or for which there are no solutions; or something a young and new and enthusiastic dean (or assistant) might have to say to bring new life to an old dean and his operation; or an idea or project or experiment which had been successful in one institution, and might be worth trying in another; or simply something which any member in AUEC thought worth putting in writing for circulation among his confreres.

The DEAN'S DESK has had a spotty history: Sometimes many in a year, and sometimes few; sometimes of high, and sometimes of inferior qualify. Yet most have made interesting reading. This project of AUEC should be continued.

Among the DEAN'S DESK this past year were: "An Analysis of the Extension Division of the University of North Carolina at Chapel Hill," by Dr. Dwight C. Rhyne (North Carolina); "A Career Program for Educational Para-Professionals," by Fr. Frederick L. Canavan, S.J. (Fordham University); "The Voice of Higher Adult Education," by Dr. Raymond P. Witte (St. Mary's Dominican College); and "Exemplary Senior Citizens," by Dr. Kermit Johnson (Manatee Junior College).

The editor of the DEAN'S DESK will be button-holing some of you to write one for the coming year.

Respectfully submitted,

Richard T. Deters, S.J.
Xavier University

APPENDIX D

REPORT OF THE COMMITTEE ON INTERNATIONAL EDUCATION

In December, 1968, the General Assembly of the United Nations designated 1970 as International Education Year. This action was initiated by the United States delegation. Each Member State was invited "to take stock of the major requirements for both the expansion and the improvement of education, to make greater resources available for education, and to strengthen international cooperation." Unfortunately, participation by the U.S. Government has been minimal.

The U.S. National Commission for UNESCO turned to non-governmental organizations for implementation of its objectives. These were:

1. Extending educational opportunities for all.

2. Improving the education of citizens for responsible participation in a global society, with special attention to:

    a. Education for international understanding
    b. Environmental education

3. Increasing international cooperation in education.

Since these objectives all fall within the philosophical context of life long learning, the Committee on International Education set for itself two general directions of activity to pursue.

1. what are governmental and private organizations doing in these areas

2. what are colleges and universities doing in these areas.

Activities for this past year have been devoted primarily to the first of these activities. It is our

intention to pursue the second direction more fully for this coming year.

The following report of the Committee lists the present status of some of the activities of both governmental agencies, as well as private organizations affecting international education.

INTERNATIONAL EDUCATION ACT of 1966 (P.L. 89-698)

This act authorized grant programs for advanced and undergraduate studies, broadened the National Defense Education Act of 1958 with respect to language and area programs and Institutes in International Affairs for secondary school teachers, and authorized a study of the "brain drain" of talent from developing countries. Responsibility for implementation was given to the Secretary of Health, Education, and Welfare.

With the change in governmental administrations, and recent economic developments, funding under this Act has been sharply and critically reduced. The Act expires June 30, 1971, and it does not appear that there will be any effort to extend it.

The House Special Sub committee on Education has been discussing a higher education bill. Congressman Albert Quie has introduced a bill (H.R. 18849) with implications for higher education, one of which would provide for a National Foundation for Higher Education. Many of the intended programs of the International Education Act of 1966 could be carried out by the proposed foundation. It appears that no higher education legislation will be passed this legislative session of Congress, and that funding of the Act of 1966 will be minimal.

U.S. OFFICE OF EDUCATION, H.E.W.

Institute of International Studies

Robert Leestma, Director of the Institute for International Studies, OE, states that"...international

education aims at developing an understanding of the values, perspectives, and life spaces (the personal environment of the individual) of those who are different from ourselves --- whoever "we" may be".

The Institute was established in March, 1958, and administers programs of international education, works with other bureaus to help them expand the international dimension of their programs, and serves as a central point of contact within OE for those interested in international education.

The Institute is authorized to use U.S. owned foreign currencies in selected countries to support overseas programs designed to benefit American higher education institutions and consortia.

Examples of programs which might be funded are: interdisciplinary area studies, centers for advanced language studies, language research, individual doctoral research, and comparative education research.

The Institute helps administer the Public Law 87-256, the Mutual Education and Cultural Exchange Act of 1961 (Fulbright-Hays Act) as it applies to the educational exchange program for teachers. While primarily for elementary and secondary teachers, there are fellowships for doctoral candidates in modern foreign languages and area studies in certain foreign countries, and curriculum development on the college level.

The Institute issues several publications of possible interest to the AUEC membership. These are:

1. American Education. Issued 10 times a year. Contains articles on international education.

2. Language and Area Centers. Lists Language and Area Centers, 1959-1968, conducted by colleges and universities under the National Defense Education Act, summer language and area programs, cooperative programs, and course offerings, by institution.

3. Foreign Curriculum Consultant Program, 1971-1972.

4. Opportunities Abroad for Teachers, 1971-1972.

5. Awards for Foreign Language and Area Study.

6. How the Office of Education Assists College Students and Colleges.

7. Inventory of Federal Programs Involving Educational Activities Concerned with Improving International Understanding and Cooperation. This booklet was issued in response to a Congressional directive to inventory authorized Federal programs for 1966, 1967 and 1968. Thirty-one agencies reported on 159 programs.

ASSOCIATED UNIVERSITIES FOR INTERNATIONAL EDUCATION

Member institutions are: Ball State, Illinois State, Indiana State, Loyola, Northern Illinois, St. Louis, Southern Illinois, Western Illinois, and Western Michigan Universities.

The Association is a consortium to organize cooperative programs in international education. The Board of Directors established in 1969 a course in Tropical Ecology, for both undergraduate and graduate students, in Belize, British Honduras. Each of the cooperating institutions was allowed to send three students to the program.

At the present time, this is the only program sponsored by the consortium.

Further information may be obtained from the AUIE representative at any of the member institutions.

U.S. DEPARTMENT OF STATE

Office of External Research

The 20th Pugwash Conference on Science and World Affairs was held in Chicago, September 9-15, 1970.

Topics on the agenda included International Security Problems, Disarmament and Arms Limitation, International Cooperation in Science and Technology, and Technological Aspects of Development.

Further information can be secured by writing to Prof. J. Rotblut, Secretary General, Pugwash Conference on Science and World Affairs, 9 Great Russell Mansions, 60 Great Russell Street, London, WC 1.

NATIONAL ACADEMY OF SCIENCES

A booklet "A Selected List of Major Fellowship Opportunities and Aids to Advanced Education for United States Citizens" is available from the National Academy of Sciences, Washington, D.C. Many of these opportunities and aids are in international education.

INSTITUTE OF INTERNATIONAL EDUCATION

The Institute is a private, non-profit organization, and develops and administers programs of educational exchange for foundations, private organizations, governments, colleges, universities, and corporations in the U.S. and abroad.

It issues several publications of possibl nterest.

1. Handbook on International Study: For Foreign Nationals.

2. Handbook on International Study: For U.S. Nationals.

3. Undergraduate Study Abroad. U.S. College Sponsored Programs.

Materials may be obtained from: The Institute for International Studies, 809 United Nations Plaza, New York, N.Y. 10017.

MIDDLE EAST INSTITUTE

The Institute issues an outline guide on the centers for Middle East Studies in the United States and Canada, American institutions in the Middle East, and American colleges and universities which have concentrations of courses bearing on the Middle East.

The booklet may be obtained from the Middle East Institute, 1761 N. Street, N.W., Washington, D.C. 20036.

INTERNATIONAL COUNCIL FOR EDUCATIONAL DEVELOPMENT

The Council is a recent merger of Education for World Affairs and the Center for Educational Inquiry. The Council will be concerned with international programs of higher education.

It issues several publications of possible interest:

1. Publications's List. This is a list of studies and reports issued by Education and World Affairs on international education.

2. Higher Education and World Affairs.

3. Intercultural Education. A monthly publication concerning the implications of various educational areas on world affairs and international education. Includes a section "Washington Report" on higher education legislation, and environmental studies.

4. International Offices on U.S. and Canadian Campuses. This is a compendium of colleges and universities with international programs, and regional associations or groups sponsoring

international programs, listing addresses and directors of programs.

Information may be secured from The International Council for International Development, 522 Fifth Avenue, New York, N.Y. 10036.

CONCLUSIONS

There would appear to be many areas in which evening colleges could promote the ideals of the International Education Year on a continuing education basis. Several areas deserve consideration.

One is the promotion of programs for intercultural understanding within our own communities and nation, for without this, we cannot have intercultural understanding on an international basis.

Another is the promotion of programs with majors or concentrations of area studies on an interdisciplinary basis.

Third is the consideration of new approaches using mass media and new technologies as instructional techniques for these purposes.

Respectfully submitted,

Richard Robbins,
John Hopkins University

Elzberry Waters, Jr.
George Washington University

Edward F. Cooper, Chairman
University of Maryland

APPENDIX E

REPORT OF LEGISLATIVE COMMITTEE

The Committee on Legislation met twice during the past year, on May 13, 1970, and October 21, 1970, both times at the Rutherford Campus of Fairleigh Dickinson University.

In order to facilitate the effect of our actions and stands, the procedure of writing at once to the appropriate Congressional committees, with simultaneous copies to the Executive Committee of AUEC, was instituted. The Executive Committee then supported the action and/or set forth the attitude of the Association, as it felt necessary. This procedure has expedited the whole process. Formerly we sometimes took more time to act on some of the proposals pending than Congress did.

The reports sent to the Executive Committee were as follows:

The Committee on Legislation met on May 13, 1970, at the Rutherford Campus of Fairleigh Dickinson University.

The committee considered a large number of Bills and took stands in support of six:

H.R. 15173 - to create a catalog of federal assistance programs.

H.R. 14746 - to allow income tax credits for individuals' expenses for higher education.

H.R. 15511 - to establish education programs to encourage understanding of policies and support of activities designed to enhance environmental quality and maintain ecological balance.

H.R. 15638 - to provide grants for special educational programs on ecological and environmental education and to establish a National Advisory Commission on Technology and the Environment.

H. R. 16312 - to authorize programs to encourage understanding of policies and support of activities designed to enhance environmental quality and maintain ecological balance.

S. 3558 - to continue financing for the Corporation for Public Broadcasting.

We also reiterated our support of H.R. 15874 (to incorporate the Teachers Insurance and Annuity Association and the College Retirement Equities Fund under the College Benefit System of America).

If we are going to have an effect on legislation we must move more quickly. Months pass before copies of Bills are obtained, the committee can meet and the conclusions of the committee can be forwarded to the Executive Committee for further action and our correspondence with the Committees of Congress. By the time all this is over the legislation is dead or has been acted upon.

We take more time than Congress to act on some of these items.

In order to expedite the process and exercise more direct and immediate influence on the course of legislation your Committee on Legislation has agreed to write at once to committees of Congress setting forth the views of the committee on the issues, with simultaneous copies to the Executive Committee. The Executive Committee could then support the action and/or set forth the attitude of the Association as a whole, if it is felt necessary. This should expedite the whole process.

The Committee on Legislation gives its unqualified and strong support to the creation of a National Center for Adult Education as set forth in the document you sent me.

The Committee on Legislation met again on October 21, 1970, at the Rutherford Campus of Fairleigh Dickinson University.

The committee considered a large number of Bills and has taken a stand in support of the following:

H.R. 18849 - to amend and extend the Higher Education Act of 1965 and other Acts dealing with higher education.

H.R. 18704 - to amend section 117 of the Internal Revenue Code of 1954 to exclude from gross income up to $300 per month of scholarships and fellowship grants for which the performance of services is required.

H.R. 18559 - to establish a Department of Education and Manpower.

H.R. 16922 - to provide for annual adjustments in monthly monetary benefits administered by the Veterans' Administration, according to changes in the Consumer Price Index.

H.R. 17523 - to authorize the United States Commissioner of Education to make grants to or contracts with public educational and social service agencies for the conduct of special educational programs and activities concerning the use of drugs.

We advocated extension to non-public institutions and agencies and an increase in the appropriation.

H.R. 17772 - to authorize a White House Conference on Education.

H.R. 18046 - to amend title 38 of the United States Code to extend educational benefits under that title to children of veterans having service-connected disabilities rated less than total, to pro rate benefit amounts on the basis of the degree of disability, and for other purposes.

H. R. 18063 - to amend the Higher Education Act of 1965 with respect to the repayment period of insured student loans.

S. 3917 - to authorize assistance to the States in establishing and carrying out programs of higher education student aid.

We asked for a clear statement regarding the needs of evening students.

The Committee on Legislation:

Heinz F. Mackensen - Fairleigh Dickinson University, Chairman
Sol Jacobson - Brooklyn College, C.U.N.Y., Honorary Chairman
Thomas Calabrese - Sacred Heart University
Thomas E. Chambers - Manhattan College
Carl E. Hiller - Queens College, C.U.N.Y.
Charles J. Longacre - Newark State College
Robert E. Moseley - Dutchess Community College

October 22, 1970

Honorable William L. Dawson, Chairman
Committee on Government Operations
House of Representatives
Washington, D. C. 20515

My dear Mr. Dawson:

The Committee on Legislation of the Association of University Evening Colleges, the organization representing evening colleges with an approximate enrollment of 500,000 adult evening students, supports the passage of H.R. 18559 (to establish a Department of Education and Manpower) but with the following change.

We favor the establishment of a separate Department of Education at the cabinet level.

Many countries with much smaller populations and less developed educational systems than ours find it essential to have a national Ministry of Education. The enormous size, complexity, importance and problems of the American educational system on all levels surely require a cabinet officer who will pay individed attention to this field. We, therefore, strenuously oppose the joining of the proposed Department of Education with the Department of Labor (or Manpower) as proposed in this bill.

Sincerely,

Heinz F. Mackensen

Heinz F. Mackensen, Chairman
The Committee on Legislation
Association of University Evening
Colleges

HFM:ml

cc: Committee on Government Operations
Executive Committee, AUEC
Committee on Legislation, AUEC

APPENDIX F

REPORT OF THE MEMBERSHIP PROMOTION COMMITTEE

The Membership Promotion Committee of AUEC for 1969-70 had the following membership:

Mr. N. Lee Dunham, Baylor University; Waco, Texas
Mr. Wilbur J. MacElwain, Miami-Dade Jr. College; Miami, Florida
Dr. Ralph L.W. Schmidt, La. State Univ.; Baton Rouge, Louisiana
Dr. Alban F. Varnado (Chairman), La. State Univ. in New Orleans; New Orleans, Louisiana
Chairmen of the twelve regions

The first project of the committee was to compile a list of prospective members; this was done during the spring and early summer, resulting in a list of 1027 institutions. On August 24, 1970, each institution on the list was mailed a one-page resume of AUEC entitled "Your Introduction to AUEC." A second mailing, entitled "How to Beat the Miserables", which emphasized the Montreal convention, was sent to all institutions on September 11, 1970.

The response to both mailings has been very gratifying. As of November 1, 1970, we have received 154 replies from institutions in 41 states, the Canal Zone, Canada, the District of Columbia, and Puerto Rico. The names of these responding institutions were sent to Howell McGee for membership application blanks, to Jim McBride for convention information, and to Bob Shaw for a copy of the current Newsletter.

On October 20, 1970, the twelve Regional Chairmen were mailed kits consisting of brochures, AUEC stationery, and a list of all prospective members in their regions; the institutions which had responded were so identified and were asked to be given special attention. The Regional Chairmen were asked to use the brochures and stationery in promoting interest in the regional meetings.

As a follow-up to the convention, we plan to send all prospective schools not represented in Montreal a brief sketch of the convention under the title "We Missed You in Montreal, and Here's What You Missed." This will be the last centralized mailing for the immediate future and we hope that the Regional Chairmen will continue activity on the local level, until the time arrives to begin publicizing the Des Moines convention next fall.

The Membership Promotion Committee feels that the promotion of new members for our organization is not solely the responsibility of this committee, but should be the active concern of each member of this association. We hope each member will consider himself a committee of one to encourage non-members to join our ranks.

Respectfully submitted,

Alban F. Varnado
Chairman
Membership Promotion Committee

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

August 24, 1970

YOUR INTRODUCTION TO AUEC

President
Clarence H. Thompson
Drake University
Des Moines, Iowa
50311

Vice-President
Joseph P. Goddard
University of Tennessee
Knoxville, Tennessee
37916

Executive Secretary
Howell M. McGee
University of Oklahoma
Norman, Oklahoma
73069

Chairman, Advisory Committee
Raymond P. Witte
Loyola University
New Orleans, Louisiana
70118

Editor, NEWSLETTER
Robert W. Shaw
Bradley University
Peoria, Illinois
61606

Directors-at-Large
Edwin P. Banks
University of Colorado
Boulder, Colorado
80302

Frank T. Carroll, Jr.
Delgado College
New Orleans, Louisiana
70119

Carl H. Elliott
Purdue University
Hammond, Indiana
46323

Melvin E. Fuller
Roanoke College
Salem, Virginia
24153

Sherman V. N. Kent
Rider College
Trenton, New Jersey
08602

William T. Udey
University of Nebraska at Omaha
Omaha, Nebraska
68101

. . . . a professional organization that focuses attention on and encourages acceptance and understanding of the aims of collegiate evening education

. . . . its primary concern - the collegiate education of adults as a basic function and responsibility of institutions of higher learning

. . . . promotes high standards for professional excellence

. . . . stimulates faculty leadership in support of evening college objectives

. . . . sponsors research on evening college problems

. . . . cooperates with other groups and organizations in the achievement of these goals

. . . . annual meetings foster an interchange of information and ideas among over 175 member institutions in the U.S. and Canada (1970 convention - Montreal)

. . . . periodic meetings of the 12 regions

. . . . publication of the NEWSLETTER eight times a year for up-to-date developments in the area of collegiate education for adults

. . . . publication of the DEAN'S DESK - a series of informal essays on particular aspects of evening college work

. . . . recipe for Chatham Artillery Punch - a closely guarded secret among AUEC members

. . . . annual volume of PROCEEDINGS provides a summary of discussions and papers presented at the annual convention

. . . . types of memberships - Institutional, Associate, or Contributing

. . . . for further information, contact:

Alban F. Varnado
AUEC Representative
Evening Division
Louisiana State University in New Orleans
New Orleans, Louisiana 70122

APPENDIX G

REPORT OF THE REGIONS COMMITTEE - A.U.E.C.

CURRENT A.U.E.C. REGIONAL CHAIRMEN

Region I
Ralph C. Dean
Director, Evening Division
Bryant College
Providence, Rhode Island

Region II
Nicholas Kish, Jr.
Millard Filmore College
State University of N.Y.
at Buffalo
Buffalo, New York 14212

Region III
Robert Moseley
Dean, Continuing Education
Dutchess Community College
State University of New York
Pendell Road
Poughkeepsie, New York

Region IV
Joseph Wirtz
Pennsylvania State University
Ogontz Campus
Philadelphia, Pennsylvania

Region V
Wendell Lewis
Evening Division
Univ. of Virginia at
Charlottesville
Charlottesville, Virginia 22903

Region VI
Raymond M. Genick
Associate Director
Division of Urban Extension
Wayne State University
25610 West 11 Mile Road
Southfield, Michigan 48075

Region VII
William R. Gordon
Director, Extended Services
Seminole Junior College
Sanford, Florida 32771

Region VIII
Leonard T. Grant
Dean, Evening Division
Indiana Central College
4001 Otterbein Avenue
Indianapolis, Indiana 46227

Region IX
William T. Tracy
Evening Division
Marquette University
1217 W. Wisconsin Avenue
Madison, Wisconsin 53223

Region X
Donald Z. Woods
Associate Dean
General Extension Division
University of Minnesota
155 Nicholson Hall
Minneapolis, Minnesota 55455

Region XI
N. Lee Dunham
Director, Evening Division &
Summer School
Baylor University
Waco, Texas 76703

Region XII
Rev. Gerald Sugrue, S.J.
Dean of the Evening College
University of San Francisco
San Francisco, California 94117

OTHER REGIONAL CHAIRMEN WHO SERVED SINCE THE PREVIOUS A.U.E.C. NATIONAL MEETING

Region III
Dr. Carl E. Hiller
Associate Dean
School of General Studies
Queens College of the
City Univ. of N.Y.
65-30 Kissena Blvd.
Flushing, New York 11367

Region IV
Mr. Lawrence C. Barden, Dean
Evening College
Philadelphia College of
Textiles and Science
Schoolhouse Lane & Henry Ave.
Philadelphia, Pennsylvania 19144

Region V
Dr. Stanley R. Pliska, Dean
Division of Continuing Education
Old Dominion University
Norfolk, Virginia 23605

Region VI
Mr. Charles V. Blair, Dean
Evening College
University of Akron
302 E. Buchtel Avenue
Akron, Ohio 44304

Region IX
Dr. John C. DeLaurenti
Director of Evening Division & Extended Services
(DECEASED) Elmhurst College
190 Prospect Street
Elmhurst, Illinois 60126

A major portion of A.U.E.C. activities nationwide continued to take place at the regional level and in some of the major metropolitan areas. These regional-metropolitan activities continue to provide the basic foundation for the national A.U.E.C. effort carried on by our national officers and committees. However, it is still true that, in certain regions, limited membership and extreme geographical distances make regional activities clearly secondary to contributions at the local and national level. This situation seems to be a strength rather than a weakness of the A.U.E.C. organization structure, and we trust it will continue to provide the service and leadership that will help continuing adult education move forward in the Seventies.

The following survey results were provided with regional help to our president and the Executive Committee as a result of questions they had posed.

Robert L. MacDonald (Chairman)
Ernest McMahon
Charles Onion
Constance Scott

A.U.E.C. QUESTIONNAIRE (With Final Results)

1. A full-time Washington office for A.U.E.C. with an executive officer and secretarial assistance will probably cost from $75,000 to $100,000 a year. The range depends upon the amount spent for publications and other services to the membership. Based on 150 member institutions of A.U.E.C., are you willing to pay $500-$650 a year dues?

	Yes	No	No Answer
	5	158	1

2. If a full-time office cannot be financed, are you in favor of purchasing staff services from another organization (such as NUEA) which has full-time offices in Washington? (The amount of services purchased would determine the cost.)

	Yes	No	
	75	76	5

3. A.U.E.C. should merge with NUEA.

	Yes	No	
	58	92	3

4. (A) A.U.E.C. should continue to operate as it has in the past with a volunteer secretary from a member institution.

	Yes	No	
	104	40	11

(B) If your answer to 4(A) was yes, should A.U.E.C. transfer the present national office to the campus of an eligible member institution in the greater Washington, D.C. area, agreeable to providing space and sponsoring the organization's presence?

	Yes	No	
	66	25	9

5. A.U.E.C. should continue to cooperate with:

			No Answer
(a) Coalition of Adult Education Organizations	Yes 142	No 12	5
(b) NUEA	Yes 149	No 5	7
(c) American Council on Education	Yes 155	No 4	4
(d) Other (such as Junior College organizations)	Yes 89	No 8	8

APPENDIX H

REPORT OF THE RESEARCH COMMITTEE

Admittedly, the Research Committee has had some difficulty in convening at critical times throughout this past year; however, we have attempted to serve as a clearing house for all research instruments and questionnaires that have come to our attention.

This year we have had a number of requests from individual colleges and from graudate students requesting permission from the Association to mail instruments to member schools. Those that have come to our attention the Committee has cleared and, hopefully, has made acceptable recommendations.

Also, we have been working with Bill Hoppe, the new Research Committee Chairman, regarding the restructuring of the instruments used in the first edition of Policies and Practices in Evening Colleges, dated 1969. Bill will report to you that his committee will update and revise the publication. The present Research Committee is meeting with Bill on Monday morning, November 9, in Montreal to consolidate their recommendations on the revision of the instrument to be used in collecting the data. I will report on the results of this meeting subsequently.

Respectfully submitted,

Eugene Upshaw, Chairman
A.U.E.C. Research Committee

APPENDIX I

REPORT OF THE COMMITTEE ON

SPECIAL PROGRAMS FOR WOMEN 1969-70

The establishment by President Kennedy of the Commission on the Status of Women focused attention on the discriminatory attitudes and practices relating to the education and employment of women. By January 1, 1970, all fifty states had Commissions on the Status of Women and thirty-five states had enacted legislation prohibiting discrimination based on sex. This legislative activity indicates that inequities did, indeed, exist for women who wished to be intellectual, professional and economic partners with men.

Although a few institutions of higher education offered programs for women before 1960, the ferment among colleges and universities began in the last decade. Some of the earliest of these programs started in direct response to requests from women; many of the later ones were the result of institutional spread or, as one committee member put it, a "fad" movement.

The involvement of colleges and universities in special programming for women led to the appointment in 1963-1964 of the first AUEC Committee on Special Programs for Women. That Committee compiled a bibliography of literature related to continuing education for women; the three committees which followed surveyed member institutions which "offered special programs for women" in an attempt to determine the scope and the effectiveness of the varied approaches used.

The first survey by the AUEC Committee, 1964-65, was limited to thirty institutions offering programs for women. The majority of the respondents stated that the need for changes in the scheduling and structuring of courses for women activated their programs. Subsequent surveys of all AUEC institutions found a wide range of

activities within programs of Continuing Education for Women, almost all of which were in the non-credit course and supportive service areas. The respondents to a 1966-67 survey placed day-time scheduling of courses and counseling at the top of their priority lists for accommodating adult women. That survey also predicted that courses then offered for women only would ultimately be absorbed into the continuing education activities for all adult students.

The freedom of interpretation allowed in the terminology "special programs for women" led to a wide variety of responses to AUEC questionnaires and to listings in the U.S. Department of Labor's publication, "Continuing Education Programs and Services for Women." Activities listed ranged from a repeat of programs available to both sexes to formally structured and professionally staffed Divisions of Continuing Education for Women. Even with the broad latitude offered by this terminology, only 35% of the AUEC member institutions listed programs and services for women in the latest Labor Department publication.

The 1969-70 Committee decided to focus its attention on assessing the need for special programs for women in the 70's in view of legislative progress and the educational experience gained through the operation of programs for women by institutions in higher education. The members believe that these efforts have achieved, conceptually at least, a breakdown in sex differences which diminish the need for broad, formally organized special programs for women; a need they recognized as a valid one in the 60's.

The Committee also recognized, however, that the life style of women with its discontinuity resulting from marriage and child bearing will continue to require supportive educational services somewhat different from those needed by men.

It specifically recommends that colleges and universities provide:

1. Periodic programs

   a. devoted to the study of the changing roles of women with the objective of helping adult women to analyze themselves, their life objectives, and their new opportunities.

   b. which will continue efforts to change the attitudes of our society toward women in education and in occupations.

2. Intensified research to determine how women respond, both immediately and long term, to special services provided for them as a separate audience from men.

3. Counseling personnel aware of and responsive to problems arising from discontinuity in the average women's education and occupational careers.

The Committee further agreed, in spite of the lack of depth research documentation, that many of the women's programs have provided the basis for experimentation which has resulted in more flexibility in admissions and in scheduling; others have proven the value of remedial training and group counseling in preparing adults for university courses. It recommends that these efforts be expanded on an adult student basis and opened to men.

There was a general consensus that, except as noted in 1. above, special curricula should not be organized for women; that the mixing of sexes, especially in discussion classes, provides a richer and sounder educational experience than would be possible in segregated classrooms.

* In light of the above, the Committee on Special Programs for Women recommends that AUEC members endorse and support policies which will assure that women will be accorded:

1. Equal admission to their institutions on both the undergraduate and graduate leves.

2. Equal access to financial aids.

3. Freedom from occupational tracking through outdated academic advising.

4. Special counseling and programs as needed to provide the opportunity for adult women to choose their roles through a systematic examination of themselves and their potential.

The Committee further recommends that AUEC:

1. Establish, on a permanent basis, a Committee on Continuing Education for Women to assure that future attention will be given to programs and research as the changing roles of women indicate shifts in educational needs.

2. Utilize more fully the women members of the Association through Committee appointments and program involvement.

Respectfully submitted,

Helen M. Crockett, Chairman
Wichita State University

John S. Bowdidge
Drury College

John Dowgray
University of Tulsa

F. Neil Williams
Penn Valley Community College

Walter B. Wright
University of Missouri at Kansas City

Jim Young
Washburn University of Topeka

* There was general agreement of the five-man Committee on all sections of the report except for that beginning on page 184, paragraph 6, "In light of the above,..." and extending through points 1, 2, 3 and 4 which follow. Two members preferred that this section substitute "all <u>adult</u> students" for "<u>women</u>".

APPENDIX J

REPORT OF THE STUDENT PERSONNEL COMMITTEE

The committee sponsored a questionnaire to be sent out to all AUEC members on the matter of student fees. This was submitted to the AUEC Research Committee and approved for distribution.

The following letter has gone out with the questionnaire to all member institutions of AUEC:

Dear Colleague:

With the approval of the Association of University Evening College Research Committee I am attempting to find the expenses of the Adult evening student who is returning to continue his education. In addition, I hope to determine if there is a general increase over last year in fees for such a student.

I would appreciate it if you would complete the enclosed questionnaire and return it to me. After the data has been collected, the findings will be sent to you. I know that we are all very busy, but I do hope you or a member of your staff will take time to complete the form.

Thank you for your cooperation.

Harry Gaffney
Chairman

As deans and directors of AUEC divisions, it is urged that you accelerate the completion of the questionnaire and return it to Dr. Harry Gaffney, Assistant Dean of the Evening College, University of Missouri-St. Louis.

Please note that a summary of the findings will be sent to each AUEC member institution. Your cooperation will be much appreciated.

There are significant changes occurring in student personnel work across the country. The significance and impact of these changes are not completely clear at this writing. The relationship of student personnel services to such as Women's

Liberation groups, Activist groups, and the Silent Majority are considered by this committee to be fruitful areas of concentration. It is recommended that the AUEC Student Personnel Committee appointed to serve for the next year take cognizance of these emerging relationships and focus a needed effort on a better understanding.

This report is respectfully submitted by

John Ervin
Dean, School of Continuing Education
Washington University
St. Louis, Missouri

Joy Whitener
Dean, Evening College
University of Missouri-St. Louis
St. Louis, Missouri 63121

King M. Wientge
Chairman, Student Personnel Committee
Professor of Education
University of Missouri-St. Louis
St. Louis, Missouri 63121

Student Fees Questionnaire

1. Type of institution:
   Private sectarian _____
   Private nonsectarian_____
   Public_____

2. Number of students enrolled in evening college credit program Fall Semester_____

3. Tuition or fee per credit hour:
   For part-time student_____
   For full-time student_____ starting with_____ credit hours
   Is this an increase over last year? _____. If yes, what was last year's rate? _____

4. Other fees:
   A. Application fee: _____; applied toward tuition if student registers: _____yes; _____no
   B. Parking fees: Per credit hour _____
      Per semester _____
   C. Late registration fee: _____
   D. Student activity fee: Per credit hour _____
      Per semester _____(full-time student)
   E. Matriculation fee: _____
   F. Diploma fee: _____
   G. Other: _____

   NOTE: If these have increased since last year, place former figure in parenthesis after this year's.

5. Deferred payment plan:
   _____For tuition only _____For all fees _____
   Other Description of plan (i.e., 1/3 down plus $10.00 deferred payment fee: 1/3 one month later, 1/3 two months later.)

6. Are scholarships available? _____Yes _____No
   If yes, _____partial tuition _____full tuition
   _____all fees

7. Percentage of students whose fees are paid by employer _____

8. Comments:

APPENDIX K

REPORT OF THE AUEC BUDGET COMMITTEE

Attached is the proposed budget for the Association of University Evening Colleges for the year 1971.

The proposal as shown reflects the suggestions of the current Executive Committee and the President-elect for their program of activities for the coming year. The dollar amounts are based on past experiences as noted by our Executive Secretary, as well as the anticipation of increases in certain cost items.

The committee wishes to thank Dr. Howell McGee, Executive Secretary, for his efforts which made our task extremely easy.

Respectfully submitted,

Budget Committee

William D. Barton (Tennessee), Chairman
Robert F. Berner (SUNY, Buffalo)
William A. Brotherton (Memphis State)
William A. Hoppe (South Alabama)
Gail A. Nelcamp (Cincinnati)

AUEC
PROPOSED BUDGET - 1971

EXPENDITURES				INCOME		
I.	PUBLICATIONS					
	A. Newsletter	$1,600.00		182	Institutional	$18,200.00
	B. Proceedings	1,000.00				
	C. Directories Brochures, etc.	1,100.00		94	Associate @ 20.00	1,880.00
	D. Misc.	200.00	$3,900.00			
II.	OFFICE EXPENSE					
	A. Salaries	$4,500.00				
	B. Equip. Rental	250.00		56	Personal @ 15.00	
	C. Printing & Dupl.	500.00		3	@ 35.00	945.00
	D. Communications: Postage & Teleph.	500.00			Sales of Publications	300.00
	E. Audit & Bond	100.00				
	F. Supplies	200.00	6,050.00			
III.	TRAVEL				Interest	1,200.00
	A. General	$3,500.00				
	B. Midyear	2,200.00				
	C. Program	500.00				
	D. Committee	500.00			Misc.	100.00
	E. Misc.	300.00	7,000.00			
IV.	EXECUTIVE COMMITTEE					
	A. Annual Meeting	$ 300.00				
	B. Midyear Meeting	300.00	600.00			
V.	ANNUAL MEETING					
	A. Program	$ 500.00				
	B. General	500.00	1,000.00			
VI.	COMMITTEE					
	A. General	$ 250.00				
	B. Joint Report	500.00	750.00			
VII.	DUES					
	ACE	$ 375.00				
	CAEO	100.00	475.00			
VIII.	HONORIA					
	A. Editor of Newsletter	$1,000.00				
	B. Executive Secretary	1,200.00	2,200.00			
IX.	CONTINGENCY	$ 650.00	650.00			
	TOTAL EXPENDITURES		$ 22,625.00	TOTAL INCOME		$22,625.00

APPENDIX L

REPORT OF THE COMMITTEE ON JUNIOR COLLEGES

The sole activity of the Junior College Committee during the past year has been to compile a list of prospective members among junior colleges. Upon publication of the directory of prospective members of the Membership Promotion Committee this list was reviewed, and duplications were removed. The remaining junior colleges, somewhat over 200 in number, include some of large and medium size, but the greater number are smaller institutions. Nevertheless, because private and sectarian institutions were exluded unless they had substantial part-time enrollment, most of these colleges on this list are prospective institutional members, now or when they gain accreditation. Further, administrators in many of them are good prospects for individual membership.

Copies of this list will be provided to the incoming Junior College Committee, the Membership Committee, the President, and the Regional Chairmen.

Wilbur J. McElwain, Chairman
Junior College Committee

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on Adult Education